THE UPLIFT BOOK OF CHILD CULTURE

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"Play is a Mental and Physical Necessity."

THE UPLIFT BOOK OF CHILD CULTURE

BY

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Printed in the United States
Published and sold exclusively in the United States and Canada, by

UPLIFT PUBLISHING COMPANY
PHILADELPHIA, PA.

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INTRODUCTION

CHILD-STUDY has, in the past, concerned educators, more than parents, probably because of the lack of literature adapted to guide fathers and mothers in studying their own children. Child-training and culture must be preceded by systematic child-study. Knowledge of the individual child is essential. Most parents willingly admit their limited knowledge of the child and its needs. There is theoretical literature along the lines of child-study, but it has been written principally for teachers, and is almost unknown to parents, even if suited for their assimilation and needs. Authors have, it would seem, feared to volunteer aid to the parents in their problems of child-training; hence most parents utilize methods which are purely instinctive.

Parents are ambitious for their children; they want to give them the best possible care, training and equipment for the battle of life. With the most laudable intentions, thousands of parents are making use of methods which are detrimental to the child's best interests.

The most encouraging thing about the subject of child-training in the home is the fact that parents *want* to be taught new and good methods. They feel their responsibility and are anxious to know what they ought to know.

Mrs. Malleson in her "Notes on the Early Training of Children" writes: "We have to educate, as far as is permitted us, a perfect man or woman, nothing lower or smaller; and in proportion to the faithfulness with which we keep this standard in view will be our measure of success. In pursuance of this standard, we must do our best to secure to our child health and full physical development, that the body may be as far as possible a perfect instrument of the mind. We must train the senses to be acute and accurate, the intellect to be keen and clear and strong, disciplined to the power of concentrated attention and the love of work; we must make their moral nature courageous, truthful, loving and unselfish; we must foster those spiritual qualities which link ordinary daily life with what is permanent and eternal. Our task is to train for life, for useful, honorable life, worthy in being and doing, begun in mortality, but to reach, we hope, beyond and above it."

This book has been planned and written to aid parents in solving their individual problems of child training, management and culture. It aims to show how to understand the child's mind, which is the foundation of training, then how to apply to the individual child, the modern, scientific and successful methods which the authors explain.

Adults often fail to realize that the child-mind differs from the mind of a mature man or woman. The difference appears almost self-evident, yet we constantly observe parents expecting children to act from the same motives as a grown person

would naturally have, and to take the same views of subjects as older people accept through their experience. To understand a child's mind one must eliminate practically all knowledge gained by observation, experience and reading. Notice must be taken of instinctive and hereditary traits, the eagerly questioning child nature, the vivid imagination and the newly developed, hence limited, reasoning powers.

Parents must know the child-mind in order to understand the child. It is a fascinating study and a labor bound to be well repaid.

How to inculcate the moral sense is one of the most perplexing of parents' problems. The child must be started in life with the assets of a good character and right principles. Character-building is one of the primary duties of parents.

Sooner or later the problem of discipline arises. How to train the moral sense, how to develop principle and the matter of punishments are all subjects on which thoughtful parents are eager for more light.

The physical side of child nature demands the intelligent interest of parents. The subject of play, its natural purpose, the right and wrong kinds of play, are matters that concern the child's present and future welfare. How many parents concern themselves at all about their children's play-hours?

The social life of children should receive attention. The term itself has no meaning to many fathers and mothers. Hence children make their own social life, and too often form

undesirable intimacies and acquire disagreeable or dangerous habits.

Nature-study is usually considered outside the province of the home, whereas it should be included in the home-training of the child. Coleridge said, "To make him Nature's playmate, I deem it wise." An understanding of our playfellow, Nature, trains the child's mind and teaches observation and thought, as well as benefits him physically.

Vocational Guidance is a subject widely discussed by educators at this time. The movement started when Prof. Parsons inaugurated the Boston Vocation Bureau. The work has been extended, and there are now Vocational Bureaus and Vocational Committees in most of our large cities. Public attention and action will prevent many vocational mistakes and misfits, but Vocational Guidance should start in the home and when the child is very young. Parents know this, in a general way, but have lacked clear, straightforward information as to just what the child needs and what they, as fathers and mothers, ought to do. Ask any father, "What are you going to do with your boy?" Note the uncertainty and the anxiety of his answer, for a full realization of the need of a safe method of vocational analysis and guidance, in the home.

As the book is the work of several authors, it is broader in scope and more authoritative in teaching than the ideas of a single author could possibly be. Each phase of child life is treated by a specialist whose experience has been with children

at just that period. The authors are widely known authorities, and their combined work represents not only an achievement in co-operation, but manifests their knowledge of the great need for just such aid to thoughtful, earnest parents everywhere.

The book is bound to be practically useful and to aid in the uplift of child life, which is the greatest work that can engage our labors. While written primarily for mothers and fathers, it can profitably be read and studied by the children who are old enough to read. This is especially true of the departments of Nature Study, Social Movements and Vocational Guidance. Enlist the interest and the sympathy of the children in what is attempted, and a long step toward success has been made.

The training of children and the training of parents are one. Plato said: "The best way of training the young is to train yourself at the same time; not to admonish them, but to be always carrying out your own principles in practice."

The book is therefore given to parents with the earnest hope that it will aid in the solution of their problems in child-culture and play a part in the great work of developing a nobler and better generation of men and women.

THE PUBLISHERS.

NOTE.—The Publishers desire to express their appreciation of the co-operation of the National Child Labor Committee, of New York; Miss Julia C. Lathrop, of the Children's Bureau, Washington, D. C.; Professor Mary Schenk Woolman, Miss Grace Y. Parker, of the Camp Fire Girls, and Mr. James West, of the Boy Scouts in the United States.

PART I

BUILDING CHARACTER

By

Dr. Orison Swett Marden

CHAPTER I

IMPORTANCE OF FIRST SEVEN YEARS

SHAKESPEARE'S entire seven ages of man are condensed into the first seven years of the child.

Herbert Spencer claims that the basis of the moral character is established in the first seven years of life.

The value of these early years is forcibly illustrated, says the Congregationalist, in the biography of one of the greatest philanthropists of modern times, the Earl of Shaftesbury. His childhood was singularly lonely and neglected. His parents cared nothing for his society, and, untroubled by any ideas of parental duty, they gave him over entirely to the mercies of the servants.

Fortunately for the sensitive child and for the world, the nurse to whose care he was specially intrusted for the first seven years of his life was a kind-hearted woman and a devout Christian. She soon won the heart of the susceptible boy, and planted therein the seed which afterward brought forth such abundant fruit. She taught him to believe in a loving God, and developed in him a desire to serve Him by being helpful to his fellow-creatures. She taught him a prayer which the great earl never forgot to repeat daily throughout his long and

busy life. He was wont to say that this prayer had been of more value to him than all the religious teachings of later years. When this good woman died she left him her watch, and to his dying day the earl would wear no other, saying, "It was left to me by the best friend I ever had."

At seven years of age he was sent away to a boys' school, which he describes as one of the worst in England. Here he learned little and suffered brutal treatment. Shrinking from the society of the rough boys, he lived on the memory and love of his one true friend, and thus her teaching sank deeper into his life.

The work which this nobleman accomplished for the neglected and helpless classes, especially for the cruelly abused factory children, is known throughout the world. He gave up ease, political advancement and popularity, and accepted in their place unceasing labor, social ostracism and even persecution that he might become the champion of the working people in Parliament. That he might know for himself their condition, he spent his leisure hours in the factories and mines, in the homes of the poor and the haunts of the outcast, and was known among them as "our earl."

When near the close of his life the earl said to a friend, with touching tenderness in his tone, "I simply cannot bear to leave this world with so much misery in it." His wonderful example is especially encouraging to those who, even in the humblest ways, are ministering to childhood. Let the teach-

ings of the first seven years of a child's life be as truly spiritual as were those of Lord Shaftesbury, and all the influences of after years cannot easily turn the mind from the early ideal.

The training of a child is the most delicate and sacred business in the world. It is a work that calls for the greatest wisdom, the finest discernment and infinite patience.

One of the most unfortunate things in civilization, a thing that is holding the race back, is the fact that so many children are trained by mothers and fathers and teachers who are totally unfit for their sacred office. The destiny of the child hangs upon its early environment, its parents, teachers and associates. Upon these depend the qualities or characteristics that will be called out of its nature. There are seeds of all sorts of possibilities lying dormant in the boy and girl. A bad mother, a bad teacher, by appealing to the bad in them, will call out the bad. A good mother, a good teacher, by appealing to the best in them, will call out the best. Evil responds to evil. Nobility responds to nobility.

Think of a child with the possibilities of a Washington or a Lincoln, holding in its young brain, perhaps, the destinies of millions of people, whose entire training is in the hands of ignorance, of inexperience! Think of a piece of plastic human clay, which responds to the slightest touch and is susceptible to the most delicate impression, being at the mercy of ignorance or a violent temper, or left to the caprices of a woman with no

common sense, no delicacy of sentiment, no judgment, none of the qualities that characterize the ideal mother or teacher!

Rarely have parents any definite plan for the child's training. They are harsh or sympathetic, according to their mood. In many a household the word is passed among the children: "We'll have to look out! Mother has one of her tantrums." Or, "Watch out for father! He has a grouch."

It is even worse when father's grouch is perpetual and mother's tantrum continuous. In many families this scolding, nagging and denouncing the children continues from morning until night. Their ears are constantly assailed with irritable exclamations, such as "How often have you been told not to do that?" "You never do anything right!" "You are always blundering, making mistakes, breaking things!" "What in the world is the matter with you?" "You never remember anything I tell you!" "You are always doing the wrong thing!" Children cannot stand this sort of thing without very great injury; continual fault-finding affects a child's whole nature. Why, even adults could not thrive in such an atmosphere, and what must be the blighting, shriveling effect upon a sensitive, plastic child?

Thousands of children have been permanently prejudiced against their father by the constant threat of the mother to tell the father when he comes home how naughty the child has been. Mothers little realize what they are doing when they say to their children that the father will give them a good

thrashing when he comes home, or that he will do some other terrible thing to them. I once heard a mother tell a child that if he didn't stop crying his father would call for the doctor and have his tongue cut out.

In many homes the child grows up with a prejudice against his father, believing that he is a monster. Instead of loving him they think of him as the law, the justice and punishment department of the family. The fact that this is done thoughtlessly does not mitigate the cruelty of it.

The chief reason why the father is feared more than he is loved in so many homes comes from this habit of the mother and, no doubt, of the older brothers and sisters of trying to control the children by making a bogey of the father, threatening to tell him when he comes home of their misconduct. In this way, without meaning to do so, they engender a dread of the father instead of love for him, and the children grow to look upon him as a being to be feared. They think of him as a sort of law-giver, and they do not have the same tender regard for him as for the mother who does not like to do the punishing herself, but puts it off on her husband, the law department of the family, the executioner.

A father is often very much humiliated because his children are not more affectionate. He does not understand why they shun him; seem to have a sort of fear of him. It is often because of this engendered dread of punishment. They learn to associate him with some sort of unpleasant happening, if not

always with the rod, still with the expectation of more or less severity which they do not get from the mother. In this way many mothers are unconsciously unfair. Unwillingly they create a life-long prejudice against the father, perhaps without ever suspecting the reason.

What a common thing it is for a mother to say: "Now if you do that I will tell your father just as soon as he comes home and he will be very angry and give you a good thrashing, and you know that when he punishes you you will feel it." It would be infinitely more effective to suggest to the child how grieved the father, who loves it so much, would be if he knew of its naughtiness or disobedience. But to engender a sense of fear instead of love is both ineffectual in the end and really cruel.

CHAPTER II

PRAISE, APPRECIATION AND ENCOURAGEMENT

CHILDREN are especially susceptible to praise. A boy will work harder to get the appreciation of those who trust him and believe in him than for almost anything else. Nothing, except blame, will dampen his enthusiasm and dishearten him so much as the lack of recognition of good work, appreciation.

We are all children in our yearning for praise and recognition; but adults have experience, and they are used to hard knocks and bitter disappointments. Children have not developed this philosophy of life, adapting them to bear failure, disappointment, chagrin, and they become disheartened very easily. They need encouragement, infinitely more than do grown-up people.

Praise, appreciation, encouragement, are just as necessary to bring out the best in children as a warm sun and rich, genial soil and moisture are necessary to develop the tropical plant. A cold blast, a little frost, will so chill the young bud that it will never open its petals and reveal its beauty or give up its fragrance.

Some mothers have a genius for calling out the best in a child

and keeping back the worst elements. They are like the sunshine which encourages the tender germ to push its head up through the tough turf, when, without this encouragement, it would remain below the sod. Love at home, the warm, genial teacher, by appealing to the best in him, has saved many a boy from failure, who was called a good-for-nothing and a blockhead at school.

I know a mother who never allows herself or anyone else, if she can prevent it, to tell her children of their deficiencies or bad qualities. She does wonders with her boys and girls by encouraging and praising the good in them. They will do anything for her because she appreciates them, believes in them. The father, on the other hand, is inclined to take just the opposite course with the children; but he does not have a tithe of the influence over them that their mother has. They obey her because they love her; the father, because they fear him. But fear is no match for love. Fault-finding is no match for encouragement.

I know another mother of a large family of children who has never whipped but one of them, and that one only once. When her first child was born people said she was too good-natured to bring up children; that she would spoil them, as she would not correct or discipline them, and would do nothing but love them. But this love has proved the great magnet which has held the family together in a marvelous way. They have all grown up to be manly and womanly, and love has been won-

derfully developed in their natures. Their own affection responded to the mother's love, and has become their strongest motive. Today all her children look upon "Mother" as the grandest figure in the world. She has brought out the best in them, because she saw the best in them. The worst did not need correcting or repressing, for the best neutralized it.

Love is a healer, a life-giver, a balm for our hurts. All through the Bible are passages like the following, which show the power of love as a healer and life-lengthener. "With long life will I satisfy him," said the Psalmist, "because he hath set his love upon me."

Love is the supreme harmonizer, the true peace-maker, the great disciplinarian. It is the great balm for all that blights happiness or breeds discontent; a sovereign panacea for malice, revenge and all brutal propensities. As cruelty melts before kindness, so the evil passions find their antidote in sweet charity and loving sympathy.

It is most important that parents should possess the fullest confidence of their children. To do this they must never trifle with truth, never violate a promise, never betray a trust.

There is nothing so valuable to a father as the absolute confidence of his son. How many fathers who are extremely solicitous for their boy's welfare lose their real hold upon him by forfeiting his confidence, by scolding, nagging, whipping, by making promises which they do not keep, giving them things and then taking them away. It is a common thing for

a farmer to give his children calves, lambs, chickens, young pigs, and then after the children have become attached to them and feel an ownership in them the fathers kill the little creatures or sell them without giving the children any compensation.

I know fathers who are much troubled because their sons never made confidants of them; never really trusted them. But these fathers were always making promises in order to get their sons to do what they wanted them to do at the time, without any serious intention or thought of keeping their word. They were constantly breaking promises and doing mean, unscrupulous things to their sons, while, if they had done the like to business associates, they must have forfeited their trust for once and all.

The father who wants to keep the confidence of his boy (and the same is true concerning the mother's ability to retain her daughter's confidence), must regard it as sacred and never make a promise which he does not keep. He should be even more careful not to forfeit his boy's confidence than the confidence of his business associates or of his best friend.

I know a mother who is constantly telling her children that if they will do a certain thing she will take them to the theatre or circus, or will buy them this toy or that, or will take them to visit their little friends. She is all the time making promises to them which she hasn't the slightest idea of keeping, and the result is that these promises have ceased to be a motive with them. They know very well that the mother deceives them.

Is it strange, in view of all these years of broken promises and disappointed expectations, that these children should often lose their confidence in their parents' sincerity? Is it not far more strange that they in turn should repeat the same offences to their own children?

I know a father who is distressed to the point of distraction because his son is becoming dissipated and associates with young people of immoral character. He grieves terribly because he cannot do anything with his boy, has no influence over him; but the fact is, that from infancy the father has fed him upon false hopes, has never kept his promises, has scolded and nagged the boy, called him brainless, good-for-nothing, and was always telling him that he would never amount to anything and ridiculing his dreams of his future. Of course, the boy is not going to make a confidant of his father, who, if he had regarded his word as lightly and treated his business associates as unfairly as he has his own boy, would not have the confidence of anybody. As it is, in losing his son's confidence he has lost what he now longs for above everything else in the world—the power to restrain and guide him at this critical time.

Boys are very sensitive, and when they have been snubbed a few times and when the father makes fun of their dreams and laughs at their ambitions they will after a while cease to go to him. They will seek sympathy, comradeship and advice elsewhere. Tens of thousands of fathers have ruined sons

with splendid possibilities by constantly scolding them, condemning them, when the real trouble is that the father did not understand the boy, did not sympathize with him or win his confidence.

Everywhere there are boys and girls who are looked upon by the family as good-for-nothings; are constantly being called lazy; they lie around the house and lounge about the streets, without even making an effort to do anything for themselves. They do not make any effort towards self-help or do anything they are not driven to do, simply because they have always been looked upon by the whole family as shiftless, good-for-nothings, when all the time they may be intensely unhappy, restless, with great unsatisfied longings, hungering secretly for self-expression, conscious that they have not found their place, that their environment does not fit them, that they are out of joint with everything about them, and all this because their parents did not understand them and never gained their confidence.

The wise parent gets into the boy's heart, makes a friend of him, tries to help him express himself and does not try to make him be somebody else. If children were properly trained, the mother would be the daughter's first confidant; the same is true of the son and the father. But the child will never open himself up to the mother, father, sister or brother who has abused his confidence.

CHAPTER III

HAPPINESS AND LOVE

DO not be afraid of letting your children enjoy themselves. Make them just as happy as you possibly can, even if they do break a piece of furniture or a little bric-a-brac once in a while. It is worth it. They grow up quickly, and they will soon be away from you and beyond your reach. As a rule, the happiest children make not only the happiest, but also the most useful men and women. We cannot give children too much real fun, too much heart sunshine, too much love. They thrive on this. It is their normal food, and the home is the place above all others where they should get an abundance of it.

Children should be brought up to think that home is the happiest, sweetest spot on earth; that it is a place for all sorts of fun and innocent amusement; a place where they are expected to have freedom and a good time generally. The influence and memory of a happy home will be their best possible safeguard when they are thrown upon their own resources amid the temptations of the world.

It is infinitely more important to train children to cultivate a happy temperament, to try to establish in them the hopeful,

cheerful, optimistic habit, than to give them a college education or leave them a fortune. It is infinitely more important to show them how to face life heroically, cheerfully and serenely than to teach them how to make money or to attain fame.

Many parents are very much distressed by the waywardness of their children; but this waywardness is often more imaginary than real. A large part of children's pranks and mischief is merely the outcome of exuberant youthful spirits which must have their vent, and if they are suppressed the children's growth is fatally stunted. Little folks are so full of life and energy, so buoyant, that they cannot keep still. They must do something; must give themselves an outlet for their animal spirits.

The moral faculties and sense of responsibility develop more slowly than other traits in many children, and, of course, they will do mischievous things; but it is a fatal mistake to be always suppressing them. Do not try to make men of your boys or women of your girls. It is not natural. Love them. Make home just as happy a place as possible and give them the best sort of freedom. There is nothing sadder in life than the child who has been robbed of its childhood. Encourage them to romp. Play with them. It will keep you young and will bind them to you with links of steel. Do not be afraid of losing your dignity. If you make home the happiest, most cheerful place on earth for your children, if you love them enough, there is little danger of their becoming bad. Love is the only power that can regulate and control them.

Children are like little animals: sometimes selfish, often cruel. Some of their faculties and propensities develop so much faster than others that their minds are even temporarily thrown out of balance—sometimes, indeed, inclined to cruel or criminal tendencies; but later the mind becomes more symmetrical and these vicious dispositions usually disappear. Thousands of parents, by being too severe with their children, scolding and criticising them and crushing their childhood, drive them away from home at really critical times and make them secretive and deceitful instead of open and transparent. A man ought to look back upon the home of his childhood as the Eden of his life, where love and confidence reigned, instead of as a place where a long-faced severity and forbidding harshness ruled; where he was suppressed and his fun-loving spirits snuffed out.

No two leaves are alike. No two children are alike. Each child requires individual study. What will stimulate one will not stimulate another. Rewards one would strive for the others would disdain. One child will be frank in speech, another will be reticent; one child forward, another bashful; one demonstratively loving and another cold and aloof. But every child will respond to love in the parents. Each child can be guided into the right way by affectionate supervision. There need be no fear for the future of the child who is intelligently reared in a daily atmosphere of loving care.

PART II

THE CARE AND CULTURE OF CHILDREN

By

Jenny B. Merrill, Pd. D.

A MODERN KINDERGARTEN

CHAPTER IV

CHILD STUDY A NECESSITY

THE educational work of Dr. Maria Montessori is challenging the attention of parents and teachers all over our country and, indeed, in many other countries. It is being asked in discussions, "Are her ideas of child-training new or old?"

Professor Lightner Witmer, of the University of Pennsylvania, says of them: "They are both old and new. The human mind takes the old and combines it into new patterns."

A new world is created every day, and it is the old world, too. There are ever new children, new parents, new teachers, and to them the old truths appear new. There may possibly be new discoveries in education, in home training, in the care and culture of children, as well as new ideas in science, new methods of travel or new ways of illuminating our homes. Let us not fear a new idea in child-training if we can find one.

Says Ellen Key, the great Swedish author, in her celebrated book, "The Century of the Child": "Absolutely new thoughts are very rare. Truths which were once new must be constantly renewed by being pronounced again from the depths of the ardent personal conviction of a new human being." We are

thankful for "a new human being" who has such an ardent spirit as Dr. Montessori, who has patiently studied even defective children, who has learned to love all children as individuals and who delights in developing rather than repressing them. Her essential lesson to parents and teachers is, "Study the individual child."

She pleads for the liberty of the child, not only for his own pleasure, but that we may see him as he is in his own essential being, and then lead him gradually to self-control and self-confidence. She believes that this liberty will result finally in more satisfactory discipline. She believes that by constant repression, by a discipline of "don'ts," so to speak, we lose sight of the real child, make him prematurely an adult copy or else a disagreeable child. She maintains that the natural child reacts against such repressive discipline, tends to throw off the yoke as soon as possible and passes through a period of rebellion.

Indeed, in her ardent desire to convince us she says: "The child, like every strong creature fighting for the right to live, rebels against whatever offends that occult impulse within him which is the voice of nature, and which he ought to obey; and he shows by violent actions, by screaming and weeping, that he has been overborne. He shows himself to be a rebel against those who do not understand him and who, fancying that they are helping him, are really pushing him backward in the highway of life. Thus even the adult who loves him, rivets about his neck another calumny, confusing his defense of his molested

life with a form of innate naughtiness characteristic of little children." She claims that we often speak of the child as impatient, when it is we who are too impatient to follow the laws of his nature.

It pays in the vegetable world to study nature. Before the scientific gardener can improve plants he studies them closely. How marvelously successful a patient gardener may be we see in Luther Burbank, who has given us improved fruits and flowers by careful feeding, pruning and mating. He has even made the thorny cactus a joy to the earth, so that it is reported that the English government is considering the possibility of reclaiming the great desert of Sahara by planting in it the once worthless cactus.

When our children are studied in these close, careful ways by parents, teachers, physicians and even by our judges and statesmen there will arise a new generation of men who will love peace and progress.

The first duty of a people is to take care of the children for the nation's sake as well as the children's.

We seem to be nearing the time when the hearts of all men are turning to the children. We find in many places physicians daily inspecting our schools, studying to improve the health of school children, that they may progress more effectively in body and mind. We find the school physician pointing out abnormal children who need special care, and who hinder the advancement of normal children unless separated from them.

Physicians are being placed in charge of our physical training departments in high and normal schools, in colleges and even in our elementary schools.

Judges are studying growing and adolescent boys and girls. They are helping in cases of truancy and juvenile delinquencies. Children's courts are becoming popular. Thus lawyers and judges are striving to aid parents and teachers in extreme cases, turning into a law-abiding citizen many a wild boy.

Business men, too, are becoming advisers in order that there may be better vocational guidance instead of hap-hazard entrance into the various occupations, trades and professions as boys and girls leave school or home.

Now we have industrial training to some extent in our school work, in shops and kitchens. We hear of "The Vocational School," "The Trade School," "The Commercial School," "The School of Commerce," "The Agricultural College," whereas formerly we limited special training to ministers, lawyers, physicians and artists. The general opinion seemed formerly to be, and I fear it still holds, that anyone can teach, anyone can be a merchant, anyone can run a farm.

A high school was started some time since in an agricultural community. A wise and energetic principal was secured and a helpful corps of teachers. Conditions of the community were studied and the school was modified to suit the special needs of farmers' sons. Evening lectures were given for fathers. The farmers found it paid to study closely seeds and soils and

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adapt one to the other. They now believe in Agricultural Schools.

Normal and training schools for teachers are now a recognized necessity everywhere, but the very first one in the United States is much less than a hundred years old. There are still many teachers who have had no special training for the great work of directing and guiding children and youth.

CHAPTER V

ABOUT TRAINING OF PARENTS

NOW, what can be said of the training of parents?

Fifty years ago Herbert Spencer wrote in his now famous treatise on Education these words: "It appears to be thought that for the bringing up of children no preparation whatever is needed; not an hour is spent in preparation for that gravest of all responsibilities—the management of a family. This topic should occupy the highest and last place in the course of instruction passed through by each man and woman."

Herbert Spencer's warning note has been heeded to some extent. Many now are our Mothers' Clubs and Parents' Associations. Many are the articles and books that have been written for the guidance of parents, but there is yet far too little preparatory training for parenthood.

There is decided progress, for many kindergarten training classes are giving valuable instruction on the care of children to young women who do not intend to train children outside of their own homes. Training schools for nurses also exist.

Recently the School of Mother Craft was organized in New York City, with courses in Child Hygiene, Child Study

for Mothers, Nursery Stories and Story-telling, Emergencies and First Aid in the Nursery, Moral and Religious Training in the Home.

During the past twenty-five years Froebel's Mother Play and Mother Song has been studied by thousands of young women, sometimes in preparation for the kindergarten, but also in many cases for guidance in the home care of young children.

Froebel recognized that mother love and intuitive insight has ever been a great, natural means of child culture.

He saw, too, that there are geniuses among mothers; women with native tact for calling forth the best in children. Froebel observed such mothers at play with their little ones. He analyzed their instinctive playfulness. He played with children himself, and finally he re-discovered the old truth that the child learns and develops by means of his own self-activity more than in any other way; he observed that the wise mothers, the most successful teachers, keep in the background, that they encourage the children's self-activity, and patiently, sympathetically and reverently follow the child while seeming to lead. Finally he announced as one of his great education principles that *education should be passive, following—not interfering—not mandatory.* This principle should be committed to memory, thought over, practised until the face of average home and school discipline is thoroughly changed.

This principle is worth a thousand specific rules. It is the

basis of the positive as opposed to the negative in discipline. It aims to avoid government by "Don'ts." It aims to let children live their own lives and learn much by their very mistakes whenever no serious harm will follow. But Froebel, as a wise man, recognized also the child's need of guidance at times. In "Education of Man," his best book, he says, "When there is unmistakable proof from the child's inner and outer bearing that the original wholeness of the human being has been marred, then mandatory education in its full severity is demanded." He continues as a warning to parents that it is quite easy to be mistaken themselves; that it is often difficult to decide that the child's inner state is wrong, and that, therefore, it is safer for training to be more passive and following than prescriptive. He advises as few "outbreaks" as possible. (In some nurseries and homes "outbreaks" seem to be the rule!) The silent teacher, the non-interfering mother or nurse is the ideal. Even so, there will be quite enough for them to do!

Dr. Montessori reiterates this principle of less interference with children in the strongest language she can command. "We do not consider a child disciplined," she exclaims, "only when he has been rendered silent as a mute and as immovable as a paralytic. He is then an individual annihilated, not disciplined." She turns the tables, as it were, and makes the teacher "the silent one," whose influence is felt, but whose voice is seldom heard.

She says our business is to teach the child to move, not to

keep still. Life is made up of movement. "Thus," she says, "the child is prepared for life, for he becomes able through habit and practise to perform easily the simple acts of social and community life."

Immobility and silence, so often praised, hinder the child from acquiring certainty and grace in his movements.

Dr. Montessori advocates the use of chairs in the schoolroom, not only because fixed seats and desks are too confining, but also because they encourage carelessness in moving. If a chair falls or makes undue noise, it is a reminder of uncontrolled movements.

In claiming liberty for the child, Dr. Montessori does not mean license. She says the liberty of the child must have its limit in what is universally considered good breeding. There must at times be intervention. "We must check," she says, "rough or ill-bred acts; but all the rest, every manifestation having a useful scope, whatever it may be and under whatever form it expresses itself, must not only be permitted, but observed." It is by observing these very spontaneous acts that we judge of a child's temperament, health and mental caliber.

What is meant by this act of discipline is not easy either to comprehend or to apply. It requires active observation and judgment in interpreting the significance of childish activity, "You sit," says Dr. Montessori, "as the astronomer does, watching the worlds go by." Verily, every child is a little world in himself!

In speaking of good breeding and politeness, let me urge that it is our adult politeness to children quite as much as if not more than insistence upon their politeness to us and to each other that counts in wholesome discipline. There is a neglect of children's rights unconsciously in some homes. One of these rights is courteous treatment. American children, it is true, have often been pampered, but are they always treated politely? Simple every-day politeness will help like magic in nursery management.

Professor Gesell, of Yale, observed that "the child has been called the last serf of civilization." It is a telling indictment of the treatment of children. It means that they have not been treated as free human beings. Dr. Montessori, with many other great educators, pleads, as we have shown, most earnestly for the liberty of the child.

She does not stop with this abstract plea, but proceeds to explain that the child cannot be free unless he is independent. She proceeds to show us how to make him independent at an early age in very simple ways, namely, by letting him learn to guide a spoon to his own mouth, even in babyhood; very early to at least try to wash his own hands and face, put on first one article of clothing, until finally he can feed, bathe and dress himself. Her contention is that by waiting upon children too much and too long we not only deprive them of independence, but that by this very service which so many mothers give with loving care the child inclines to become domineering. That

is, we help to create the very disposition that afterwards we must correct. Not being active externally, the child tends to become petulant and fretful within, and little ebullitions of temper follow. She urges mothers to consider that from the moment the child is weaned he should move on to independence in attending to these simple bodily matters, so that by the age of three or four years he will have learned to feed himself quite daintily, put on and fasten most of his clothing and be able to wash his own hands. The last he should be encouraged to do many times a day for hygienic reasons.

If the play with water and soap serves to amuse him, especially in warm weather, so much the better. What child does not love the splash of water? It fascinates, it cools, it refreshes while it cleanses. A bath-tub and a bathing suit make a fine ocean bath. Chips answer for ships. A toy boat and a celluloid doll that can float are great treasures. And other things will float. The slippery soap has its lessons, and if the sunlight will only dance in and light up the soap-suds, a rainbow of colors will appear! Various temperatures are detected in the water, and the senses become keener to recognize degrees of heat and cold. Think of the muscular training of the hand in all these many movements; think how hand and eye are learning to work together; think how attention is concentrated in accomplishing each little task; think how many tactile and muscular sensations are experienced. Have you ever thought that just such simple practise in hand movements repeated every

day strengthens the hand for school days when writing and drawing are in order?

Let someone bathe your hands for you and note the difference in muscular exercise. You will then begin to realize what a child loses when an over-anxious or an impatient mother or nurse insists upon constantly doing for the child what he can very well do himself.

To such an extent is the child's independence thwarted that Dr. Montessori has thought it desirable to introduce into early school life these practical exercises of life, which in reality belong to the home.

She has prepared a series of twelve simple wooden frames, with cloth, leather and muslin flaps, on which children may practice buttoning and unbuttoning, hooking, lacing and tying, in order to interest both children and parents in these simple processes as being truly of educational value. A critic may inquire whether it is not just as well for a child to practice on his own shoe as on a leather frame. The process of working a button-hook is complicated for a child, and as a rule there is not the time for a child to practise on his own shoes in the morning. It is also hard to see and to reach his foot; but a clean shoe might be stuffed with paper and used for practise instead of the frame. Surely it makes no difference as long as the buttoning is accomplished at an earlier age than usual. Children love to practice on each other's aprons. This is encouraged in the Montessori Schools, and to some extent, with coats, in

our own kindergartens and primary classes during the hour of dismissal.

"Who does not know," says Dr. Montessori, "that to teach a child to feed himself, to wash and dress himself is a much more tedious and difficult work, calling for infinitely greater patience than feeding, washing and dressing the child one's self? But the former is the work of an educator; the latter is the easy and inferior work of a servant. The mother who feeds her child without making the least effort to teach him to hold the spoon for himself and to try to find his mouth with it is not a good mother! She offends the dignity of her son. She treats him as if he were a doll." Song and rhyme may accompany these simple movements if they prove helpful and not distracting.

Children should share in all simple household duties. There is education in setting the table, in dusting, in placing books and chairs in their proper position. The effort to control and co-ordinate movements in order to carry dishes carefully, to wash and to wipe them later on, to guide a little broom, to dust without breaking—such efforts require brain activity. No child can be deprived of such work without suffering loss.

To illustrate the effect of simple household movements upon brain development, let me relate a story of an imbecile child who could not walk well or talk at seven years of age. She had been waited upon from babyhood. It was taken for granted that she could not do anything. A wise physician

advised the mother to let the child follow her about the house and to help in every possible way. Soon the child brightened and began to talk.

The very simplicity of these tasks obscures their educational value.

To an adult they may be tiresome and monotonous, but to a child they are often a delight. A story is related of Queen Victoria which illustrates this fact. When a child she visited an aunt one day, who told her that she might choose what she would like to do to amuse herself. "Oh, please let me wash the windows," she replied.

Little household tasks are the stepping stones to household economics—to industrial training.

Froebel is known as the apostle of play, but he does not, as some seem to think, neglect work.

In "Education of Man" Froebel says: "Every child, boy and youth, whatever his condition or position in life, should devote daily at least one or two hours to some serious activity in the production of some definite, external piece of work. It would be a most wholesome arrangement in schools to establish actual working hours similar to existing study hours, and *it will surely come to this!*"

It has indeed "come to this," as Froebel prophesied fifty years ago. We now find manual work in all of our best schools. We find the work-bench with its tools, the school kitchen and the school garden. Education is not now confined to books.

Perhaps it is Froebel's greatest honor to have conceived a school without books.

We know of an academy, an old New England academy, that has built a greenhouse, a dairy laboratory, a domestic arts department and a workshop, including a carpenter and blacksmith outfit, and that also gives complete courses in agriculture and domestic science.

The town in which this school is located is the center of a rural district, and has introduced all this work because it represents the vital interest of the community.

CHAPTER VI

HOW TO STUDY CHILDREN

THERE is no way to learn to know children unless you love them, and yet, speaking paradoxically, if you live with children and really study them, you will come to love them.

One reason why children are so often misunderstood is that they are treated as if they were small adults. They are not, any more than a tadpole is a frog or a chrysalis a butterfly. In short, children are only adults in the making, not in miniature, like the children of the eighteenth century.

Children are now known "to differ from adults in other ways besides size and knowledge." Some of these physical differences will be considered in another chapter of this book, but I must also strive to enforce this truth here in order that the child may be more easily understood in his mental and moral natures. Body and mind are closely related, and act and react upon each other. It is even true that the child is now known to be so differently constituted from the adult that physicians make a special study of diseases peculiar to children. A smaller dose of a medicine good for an adult may not be at all suitable for a child under any circumstances. Indeed, it is the celebrated Dr.

Nathan Oppenheim who, in one of his books, claims that the difference between child and adult is so great that it may well be compared to the difference between the chrysalis and fully developed insect.

Have you ever noted how different children's bodies are in the proportionate size of certain parts? Few persons realize how much larger a child's head is and how much shorter his legs in proportion to his whole height than those of the adult. If a man's head were to be drawn as large in proportion to his body as a child's, and his legs as short, the drawing would appear very unnatural, even a monstrosity.

The child's legs need development to prepare for walking. We have learned not to bind them with swaddling clothes nor hamper them with long and heavy clothing. The child needs to kick freely, and later to creep, to climb, to jump, to run. Those short legs are saying in all this activity, "We want exercise; we want to grow." Many games should be encouraged in accordance with this physical need.

Froebel saw mothers inventing these simple games instinctively, and in writing his verses for "Mother Play and Song," one of his first describes the mother pressing her hands against baby's little feet as they kick aimlessly into the air.

"See the little limbs fly out
Frolicking, rollicking all about."

After free kicking, the little one loves to feel something

opposing his feet. It may be mother's hand or it may be a board later on when he is old enough to sit in a swing.

Striking the soles of his feet against a resisting surface strengthens the knees.

Creeping is not always understood to be a necessary exercise of certain larger muscles to prepare the limbs for walking. If a baby does not creep, it is desirable to put him in the attitude for creeping; place a bright object a little ahead of him, and even help him move his legs, as in the act of creeping. Once started, he will enjoy it, until creeping is no longer of value. This motion is so important in its relations to walking that a special creeping outfit should be provided. Clothes are for babies and not babies for clothes!

If there are no stairs to go up and down, a series of boxes of varying heights may be arranged for mounting. Dr. Montessori speaks of a spiral staircase. The parlor step ladder may prove satisfactory, although the height of the steps is usually unsuited to little climbers. A few bars in imitation of a gate or fence are helpful in the nursery, unless such climbing possibilities are plenty in the open air.

Children in cities delight in going up and down stoops. I have supervised a child of eighteen months to two years for hours while this simple pastime filled his little soul with joyous delight.

An artificial tree, such as is often used for a clothing rack, is recommended when there is no available tree out of doors. Its

use will exercise both arms and legs. Climbing in and out of a large box is good and very simple. Later comes the hobby horse.

An intelligent mother who has been making remarkable experiments in nursery management has so strengthened her boy by gradual and judicious exercise that at three and a half years of age he climbs far up into a tree without fear. Of course discretion and prudence must always be in evidence. It is suggestive, however, to know what has been accomplished by any one intelligent mother.

The influence upon the spirits of climbing is marked. There is a mental exhilaration about it that often brings a joyous shout when the topmost step is reached. It is as if one had accomplished a feat, as an adult who reaches a mountain top may feel. Very small hills look mountains to a child. Adults returning to their childhood's home often exclaim that the hills are no longer the mountains they remember.

We do not realize that to mount a chair, a table, a stairway, a ladder, a fence, means a new point of view to a child, for the moment enlarging his little world. One does not grow impatient or weary over these childish plays when the deep meaning lying back of them is realized.

Jumping follows climbing. Without going too fully into detail, let me recall the jumping of a child from one step many a day before progress is marked. It is a triumph to jump with the two feet together. Jumping over a cane on the floor or a

line drawn; jumping and later hopping from square to square drawn on the sidewalk or in the park; jumping in and out of a chalked circle; a run and a jump over a small obstacle or a raised bar; jumping backwards and sideways are all modifications to be discovered possibly by the little ones, or suggested one by one by mother or older playmates. The jumping rope is always a favorite play.

These exercises not only serve to develop the muscles of the legs and back, but they also invigorate the whole body.

They are good for the lungs; they quicken circulation. They are essential to the development of the brain. This motor activity reacts upon the central nervous system. The development of these larger muscles comes first, and they in turn aid in the use of the smaller muscles that control the finer movements necessary in school exercises of drawing, writing, sewing and cutting. Thus learning to write begins in the muscular exercise of the hand in grasping. I may mention here the suspended rope, the small rope ladder and the swing as means of strengthening the grasping movements.

Frequently recall the incident I have related of the defective child. Psychology teaches us that movement reacts upon mental development.

There is, however, another type of muscular and mental power known as inhibition, or the power to refrain from motion. Games of inhibition are also popular with children, as "Still pond, no more moving." Children love to look into each

other's eyes and see which one can keep steady longest without laughing or even winking.

Dr. Montessori has developed the "Game of Silence," which is an excellent training in self-control, and which also may be played so as to interest the child in silence itself. The teacher's signal is the word "Silence" written upon a blackboard. Gradually a hush comes over everyone. "Quiet, more quiet." Then all listen for the little sounds that usually pass unnoticed. This game has been tried in the home with success. A father recently told me of using it occasionally when he wanted to have quiet. The older children led.

A second step in the game is to beckon to a child to rise, come to you, carry out some little errand and return to his seat without letting anyone hear him move. The children may all close eyes and open them if they hear his feet or his chair, or anything he touches.

The adult usually loves quiet, but the child usually prefers activity and noise. The child must be trained to consider adults, but adults need also to be trained to consider the child.

These few examples serve as suggestions to study the child by observing his instinctive tendencies at any age.

CHAPTER VII

WORK WITH NATURE

DR. G. STANLEY HALL, America's greatest student of the child, admonishes us in his "Educational Problems" to stand aside "out of Nature's way" and follow the promptings of paternal love, especially in the earliest stages of development.

Work with nature, watching for the nascent period, that period when a marked tendency is shown for this or that exercise or study.

For example, it seems to be pretty well recognized now that scribble drawing should precede writing; that arithmetic should not be forced at an early age, as much as being accomplished in a year at the right period as in three or four years before the child's mind has reached the right stage; that grammar belongs to the high school rather than the elementary. Watch for nascent periods, and take advantage of them. When a child loves a study is the best time for that particular subject.

Observation is the first general method of studying children, just as it is of studying a plant or a stone or any curiosity, and is not a child a genuine curiosity to many a young father and mother?

Permit a word of caution. Do not give too many orders. Do not interpose or interfere too often lest you fail to really observe the child's own nature.

Reminiscence.—Another excellent way to study children is to think over your own childhood, striving to recall incidents that impressed you either favorably or unfavorably.

What frightened you? Were you ever disappointed? How did you act under these circumstances? Considering answers to these questions will help you to sympathize with childish fears and disappointments.

Fear has its uses. It is the most fundamental instinct after the instinct to seek for food. Indeed, both of these instincts are self-preservative. Fear helps the child to avoid danger. That is one reason you can let him climb. He is afraid of falling as well as you are. Fear to a certain extent protects. It should never be played upon, ridiculed nor exaggerated.

Fear differs from terror. Great extremes terrify children. Very loud sounds, especially if sudden, dazzling light or intense darkness, giant sizes or a tiny insect, unnatural or unfamiliar movements, like those of a snake, or a sudden spring.

Talking or singing in the dark will relieve the strain, or bringing in a light for a moment to see that all is right. The child should be soothed and not scolded. A word of praise for a child who can behave in the dark is better than ridicule for one who is timid.

Persons wearing black often terrify young children. Those

who still believe in black for a mourning costume should wear white in the nursery or school.

The sense of touch arouses fear at times, as touching fur or an animal unexpectedly. Stroke the animal yourself, and speak as you do it, "How smooth!" or "How soft!" "It won't hurt baby!" The withdrawal of the hand or face that is shrinking is instinctive, and can only be overcome gradually. It is protective. Never punish a child for such conduct, but judiciously praise all progress out of timidity.

Wind and water terrify at times. I shall never forget the terror of a boy of six who was taken to see a waterfall. We turned our back to find a stone to throw into the water to relieve the extreme fright. "It is only water; let us throw a stone into it." Action, if it can be induced, tends to relieve fright, as does also a cheerful tone of voice.

To return to some questions that aid us in recalling our own childish memories.

Did you believe in Santa Claus? How long? Children are very, very ignorant and very, very trustful. Think of the things you can make them believe. Think of the nature of a little mind that can actually believe in Santa Claus. Many children do until eight, nine and even ten years of age.

Do you remember your first day at school? At church? At a wedding? At a funeral? How wonderful it is when all the world is new! Live it all over with your child and renew your youth.

Did you ever lose anything, or break an article of value? Were you tempted to lie? Did you? Did you ever steal? Recently I heard a prominent judge say: "It is pretty hard for me to condemn a boy for taking an apple from a fruit stand when I recall the apple trees and cherry trees I visited that were not always in my father's orchard."

Professor Earl Barnes writes: "He who sits down and carefully and honestly reconstructs from memory his own childhood in its moments of joy and grief has given himself a medium through which he can see children as they are." Yet there is a caution to be given. Children differ widely in individual temperament, although they have so many instincts in common. All children are imitative, or they could not even learn to talk, yet they are drawn to imitate differently according to temperament and environment. Some children are naturally more timid than others. Some children are secretive, others very frank.

The problem is by no means a simple one, but we cannot give it up. We must question ourselves still further.

What is the first thing you remember? At what age? Who were the members of your family or household? What memory have you of each one? Did you prefer one to another? Why? Did you have playmates? Did you have favorites? Did you change from one to another frequently? What were your plays? Any favorites? What kind of pictures did you like? Did you notice them on your home walls? Can you

see them in your mind's eye? Were you taken to picture galleries? Did you love music? Did you have a favorite song? Were you a leader in play or a follower? Did you like to visit. Were you ever homesick? Did you like to travel? What work did you like to do? Did you dislike any? Did you have pets? What toys did you have? What did you long for? What was your greatest disappointment? What was your favorite holiday? Who was your best teacher?

Such questions enable you to reconstruct your own childhood. Gradually it will come back to you through the years and awaken old feelings and interests—putting you in sympathy with your own children.

These questions are not asked nor answered to lead you to force your own experiences upon a child, but merely to arouse your dormant memories in order to set your mind at work upon child study.

You know yourself and your own emotions from within. This knowledge helps you to interpret emotions as observation alone cannot.

Reading About Children.—It is again helpful to supplement observation and reminiscence by books and pictures which depict child life in prose and in poetry. Artistic interpretations help us to extend our horizon of child life. Reading children's story books is suggestive if they are written by those who really know and love little people. Biographies of the boyhood of famous men and women are instructive, if only to show us how

slowly many have developed and how they have been misunderstood. Compare the boyhood of John Stuart Mills with that of the childhood of Pierre Loti.

"The Morning Glow" is charming, also Kenneth Grahame's "The Golden Age"; Pierre Loti's "Romance of a Child." The very titles of these books are inviting. The children in them represent ideal childhood. They help us to realize what imaginative children fancy. "Little Women" and "Rebecca of Sunnybrook Farm" have had a great value to parents as well as to young people.

Scientific, as well as literary, presentations of child life should find their way into every home, school and church and town library. Sully's "Children's Ways"; How's "Book of the Child," an attempt to set down what is in the mind of children; Tanner's "The Child, His Thinking, Feeling and Doing"; Kirkpatrick's "Fundamentals of Child Study," are all scientific studies in readable form for a parent of ordinary intelligence. Eugene Field's "Love Songs of Childhood"; Whittier's "Child Life in Prose and Poetry"; Scudder's "Child Life in Literature"; Hughes' "Dickens as an Educator," are literary gems that sparkle with the brightness of childhood. Fairy tales, and even "Mother Goose," put the adult in the mood to understand children.

CHAPTER VIII

DISCIPLINE BASED ON CHILD STUDY

I HAVE referred to fear as a protective instinct. Such, also, is the tendency to kick, stamp, strike, cry and fight. The child protects his individuality; his rights, in these crude ways. While we certainly do not aim to encourage such actions, it is not safe to repress them wholly. They let off steam, as it were.

As it is necessary for a child to learn how to defend himself, it will not be found advisable to tell a child never to fight. The anger of a very young child usually comes and goes quickly. Give him room. Leave him alone. Keep silent as possible yourself. In dealing with an older person who is angry, calmness is sometimes exasperating, but not to a little one.

As the child grows older we must act indignant and severe at times, for when the child is old enough he begins to judge of the quality of his own actions by our response. "Mother doesn't care," may be suggested by silence under some circumstances, but anger should never be met with angry tones.

"In discipline," says Richter, "one can hardly talk little enough." It is a task for both child and adult to learn self-control, but it is the basis of success.

Anger has an injurious effect on the physical side. It poisons the blood. A child must be given a few minutes to recover himself, else the internal commotion may be harmful to the brain. Be satisfied if he cools off gradually.

Isolation is the form of punishment recommended by Dr. Montessori. It is also in use in many kindergartens and homes. Dr. Montessori advises us to treat the naughty child as if he were ill, as he probably is. Place him alone by himself, inquire kindly about him and express the wish that he will soon be well enough to be with the other children. Treat him with special kindness when he is isolated. This method rarely fails. Try isolation for a few minutes, but if this does not suffice, extend the time an hour or for a day. Do not be extreme. The child may be placed in a secluded corner of the room, or if convenient, in another room, but never in a dark closet. Let him have his toys. I have seen a little chair or box placed in a closet for a child to sit on in case he is naughty, but with the closet door left open.

Some parents seem to think punishment must be severe. On the contrary, it should be as simple and short as possible to be really efficacious. When prolonged, the little changeable mind does not even know what the trouble was by the time the punishment ends.

Do not threaten, but a warning note may be sounded. "Take care, my child."

Children's anger with each other as they grow older may

lead to fighting, which, says Kirkpatrick, "is a crude form of social action adapted to the early stage of human development, and usually results in valuable lessons." This surely is a relief to learn from such excellent authority.

A valuable modification of the fighting instinct appears later in competition in play or studies. Children under seven, or even eight, should not be urged to competition. The young child is inclined to play alone, as he is self-centered. This pre-occupation with self should not be called selfishness. By means of this strong self-feeling, the child's personality is forming, and when he realizes what he likes and dislikes himself he is preparing to understand what others may like or dislike. The little one cannot apply the golden rule, for it is beyond his ability to comprehend. He must practice it negatively before he can do so positively; that is, he first learns not to do to others what he finds he doesn't like himself. Gradually his sympathetic and social instincts come to the surface. He finds he needs others to make him happy and comfortable.

The social instinct shows itself in the love of praise. Mother's smile, father's "good child" are helpful in encouraging good conduct, as when the little one has run on an errand, or tried to keep quiet while baby sleeps, or when he has taken his medicine quickly. If well used, praise is a most valuable factor in discipline. Children's ideals are constantly being formed by means of praise and censure. Praise is better than tangible rewards. Tangible rewards, especially if given in competition,

arouse feelings of hatred and jealousy. Avoid them. If rewards must be given, let them be very inexpensive and given for positive merit, not competitive. For example, a simple paper badge or a picture card for every good child is better than a silver medal or a book to be won by a single child.

So marked is the child's dependence upon praise between the ages of three and seven that an English writer has called it the age of approbation. All through life we enjoy the work of appreciative praise; but there is an age when a little one lives upon your smiling nod of approval. Do not let the little ones grow hungry for a word of praise. If a child has a trying habit, you may help him to overcome it, not so much by censuring it, as by praising its opposite. If he is unduly noisy, watch for a moment when he is quiet, and remark how pleasant it is to have a quiet child.

Dr. Montessori claims, as do also many other authorities, that mistakes should go unnoticed as far as possible. Calling attention to a mistake may serve to impress it on the mind and perhaps cause its repetition. For example, it is better to quickly erase a misspelled word and write it correctly, saying nothing about the error. We often learn by our own mistakes without any help from others. Carelessness brings its natural punishments. If we intervene, the child may not realize the natural result of his own deeds. It is Herbert Spencer who urges the value of the natural punishment, or the "discipline of consequences." Unless very grave consequences would result,

Spencer's plan should be carried into daily practise. It is true that sometimes the adult must intervene, for a child's experience may be too dearly bought; however, a lost breakfast, or a lost pleasure, because of tardiness, which are examples of natural consequences, are better than constant scolding and irritability. Do not add to a natural punishment. Rather express sympathy and promise help if you can give it. Soothe rather than irritate. Extreme punishments are not as deterrent as we would suppose. They fail even in criminal cases, and our courts are learning to deal mildly with juvenile delinquents.

CHAPTER IX

EARLY SOCIAL INSTINCTS

THE social nature leads children to make companions even of dolls and of pet animals. Children left alone will create imaginary playmates.

Children play a great deal alone up to the third year, or even the fourth, but later they absolutely need playmates. Where there is an only child, the constant adult atmosphere is harmful. Mothers of only children should encourage frequent visiting of neighbors' children, daily, if possible, for an hour or two. After the fourth year this visiting should develop into a kindergarten group, if a kindergartner can be secured.

"The child needs the child."

In my kindergarten creed I have said: "I believe that children need each other for their highest development."

"I believe that from four to six or seven years of age it is best for boys and girls to play together in groups for two or three hours daily, under adult guidance, away from their homes, in kindergartens."

"I believe that the child needs the child and that the social life of the kindergarten is its most valuable feature; that the communal life at this age enlarges human relationships at a time

when the child needs to find his social level and provides a better atmosphere for moral training than the home alone can provide."

"I believe that during this early period the child is gathering experience—knowledge of his environment and of his fellows—which will prove the best possible basis for school life and for all future development."

The later school life should also be so conducted as to gratify this social instinct, both in the schoolroom and on the playground. A time comes when there is a tendency to form clubs and juvenile societies. If this tendency is not fostered openly, it will lead to secret meetings and, perhaps, to evil tendencies and unsocial lives.

Social workers are recognizing these clubs as a great power in developing the future citizen. The Boy Scout and Camp-fire Girls' societies are appealing to the instinct of gregariousness. School and family festivals, dramatic, musical and literary clubs come in turn. Church Mission bands, Christian Endeavor, the Boys' Brigade, the Sisters of Mary, are all valuable aids in forming ideals of character and in upbuilding the community and nation. They are the positive means now earnestly presented by men like Dr. Luther Gulick to take the place of secret societies and street gangs among growing boys.

Athletic clubs, ball teams, history clubs, walking clubs, are being formed, and we are thereby seeking to solve many a vexed problem in the training of our youth.

Watch sympathetically for the dawn of the period that calls for these united interests.

I once knew a boy of about nine who reported that he had formed a society. He wore a badge and kept a record of names, being both president and secretary. Soon we heard no more about it. In such a case, it is sufficient to show interest in the record, asking occasionally to see it. No jocular remarks should be made when the little society is forgotten. The first leading may prove premature, but let it live while the interest lasts.

Social interest centers at times upon a single chum or comrade. This is a phase necessary to the development of sympathetic human relations. It must be guided with some care. Changes of comrades should be encouraged, for it is desirable for the young to form many attachments, though the opposite is often thought to be ideal.

A principal of a boarding school told me that she found it helpful in discipline to change roommates and to reseat pupils in class and at table frequently. Such changes prevent undesirable intimacies from crystallizing; they prevent narrowness of interest and tend to widen sympathy.

When it becomes necessary to counteract the influence of an objectionable comrade, endeavor to do so by adding a few others to form a little coterie of friends, and thus break up exclusiveness without developing opposition.

A teacher of a kindergarten training class for young girls

found her pupils pairing off rather exclusively. She took occasion in a lecture to tell them of the advantages of knowing many people of different temperaments, of different social rank and of different nationalities. She expressed a wish that every student should strive to make the acquaintance of every other student in the class. Thus this wise teacher started a new idea in the minds of her pupils, based upon their own self-interest. It proved a happy suggestion.

Parents can learn to indirectly insinuate ideas of conduct by suggestion. Suggestion is one of the most powerful means of discipline in childhood and youth. The value of suggestion holds even into later life. It gives power to parent, teacher, lecturer, preacher. It is crystallized in the old proverb, "A word to the wise is sufficient."

The sympathy of very young children is mainly imitative or aroused by suggestion. Jacob Abbot, that wise writer for parents and children, tells of a little boy walking with his father in the park, when a little bird hops into the path. The boy says, "I can hit it with a stone." "Yes," says the father, "you can, but suppose we see if we can walk on tiptoe so as not to scare it." "All right," replies the boy, feeling at once imitative or suggested sympathy. To be sure, this is not a very deep kind of sympathy, but it will grow with increasing years and knowledge.

The influence of suggestion is powerful in preparing a child for a future event. For example, one morning a mother said

pleasantly to her little son, who was not in good health: "We are to have company to dinner tonight and I have ordered a dessert which you cannot eat—you will be a good child and not ask for it. I will have something else for you, but you will not ask for what is not best for you to eat." The suggestion had time to work into the boy's mind. He was not taken by surprise at table. He enjoyed the company and was happy without the added delicacy.

Again one day this wise mother said: "Your father and I are invited out tonight. You will be at home all alone with our maid. I have ordered a dinner that you like, and you will enjoy it. You may see us start, for I am sure you will not cry." And he did not.

Children are not by nature altruistic; indeed, quite the reverse. Young children often appear, and really act, cruelly indifferent to intense suffering, both physical and mental, in others. This is mainly because they cannot enter into the experience. They may even appear curious and interested without being truly sympathetic. This is not hard-heartedness; it is ignorance of suffering in which we may rejoice. Altruism is a development of adolescence, and often alternates, even then, with extreme selfishness.

Let the graces ripen slowly and the fruit will not drop prematurely. "First the blade, then the ear, then the full corn in the ear."

Fiske has taught us that the longer the infancy the more hope

for maturity. Man's infancy has been gradually prolonged in order that he may have a nobler manhood. Let childhood have its full day.

Strong family ties and interest prepare the way for all the ties of later life. The school, the church, society, city interests, national interests and world interests ripen as the years advance, but "only the quiet, secluded sanctuary of the family can give back to us the welfare of mankind." So wrote Froebel. The kindergarten fosters family relations and strives to connect family and school life.

Pestalozzi and Comenius, the great educators who preceded Froebel wrote for mothers and urged the immense importance of early training in the home. "The School of Infancy," "Leonard and Gertrude" and Froebel's "Mother Play and Song" are three simple but truly great books from which modern education and child study have sprung. They are simple stories of the management of the good mother and father; in short, of the good home as observed by these great men and improved by their genius.

A KINDERGARTEN GAME

CHAPTER X

PLAY AND ITS PURPOSE

WE must now consider more fully play, imitation and curiosity, a wonderful group of childish instincts, through which the child gradually adapts himself to his environment. Possibly they are the best known of all instincts, and yet they are far from being appreciated in their educational effects.

Without question, everyone knows that children are very imitative, but few even approximately realize how much the child is dependent upon imitation in learning. During the first six months a simple form of imitation may be observed, for baby is a mirror, reflecting almost unconsciously mother's smile; but this is not voluntary imitation. This involuntary or reflex imitation lasts to some extent through life, for do not we as adults too often reflect each other's atmosphere of irritation?

Imitation proper becomes quite marked during the second half of baby's first year. Usually the wave of a little hand for "by-by" is one of the first genuine imitations. Only those who have watched for this gesture can appreciate the advance in intelligence that it indicates.

Speech is learned by imitation.

The processes of dressing, carrying, eating at table in the manner of the social life of today are all learned by imitation.

How quickly we can detect the home advantages of a child by his tones of voice, by his pronunciation, by his every movement!

I have heard a mother say, "I do not see where my child learned this or that," when to an outside observer it is a perfect copy of what the child has seen and heard in the home.

During their first three years children are wonderful imitators, not merely of adults, but also of other children, and even of animals and machinery.

Professor J. Mark Baldwin, who has written one of the best articles upon "Imitation," based upon observation of his own little girls, concludes, "The child clothes upon himself the scenes of the parent's life and acts them out."

As the child advances he imitates those beyond the household. Then there follow those pretty little plays or dramas of the nursery in which all that the child has absorbed is reproduced by imitation, as "Visiting," "Playing house," "Playing doctor for sick dolly," "Playing tea-party," "Playing fireman, postman or carpenter," "Playing school," "Playing church." All of these plays are imitative of the life of the home and immediate neighborhood, and help the child to gradually familiarize himself with the various occupations of the community, their spirit as well as the letter of performance.

During the first three years of life a child's little mind is so fully occupied in "learning how" by means of observation and acts of imitation that, unless very badly managed, he is inclined to be docile, but following this period of docility many children, even children naturally gentle, pass through a contrary stage. The prominent features of the environment having been apprehended, it would seem that the child becomes more and more conscious of his own inner life or personality, and often asserts it by refusing to imitate, or possibly he will do the exact opposite. This state has even been named by psychology the period of "contrary suggestion."

Ignorant parents often take advantage of this tendency by suggesting the opposite of what they desire a child to do. That is, if they want a certain thing done they say, "Don't do so and so." The "let-alone" policy is the wise one.

The development of will power is desirable, but a contrary child is very trying.

Combating the child's will feebly and then yielding to him confirms contrariness. Either do not notice it at all or be quietly firm about essential matters. Ignore the non-essential and this "contrary" period will pass as the intelligence of the child increases. He will then respond to positive suggestion and will be again imitative up to the seventh year.

See that your child has good models in playmates, in books, in pictures, in songs, in teachers. Children have been known to imitate a lisp, peculiar gait, even a deformity. Likewise,

they imitate cheerfulness, accurate movements, an earnest manner.

Characters in stories, in history, in literature, are imitated, and help build life ideals.

Dramatic teaching, which involves imitation, is being urged in our schools. Children play out little dramas in the nursery. These are extended in the kindergarten and primary school in connection with reading and history.

In arithmetic, the children learn much by keeping store and account books in imitation of their elders.

They make acquaintances with children of far Japan, or with little Agoonack, our Esquimau sister by imitating in dress and play the life described in their geography lessons.

"Our little copyist," says Dr. Amy Tanner, "puts himself in another's place by imitation, and at first only by imitation." Thus he learns sympathy.

It is impossible to exaggerate the educational value of imitation. The child who does not imitate is the unsocial child and is in danger's way.

To imitate, a child must attend; he must exercise his will, his self-control.

Originality develops out of imitation by making new combinations.

The tendency to imitate need not necessarily interfere with the development of spontaneity and individuality, but we should discourage slavish imitation as the years advance.

We have already introduced play in considering imitation. These two instincts work together, but play must also be considered in other aspects.

A writer has said, "The variations of children's plays are well-nigh infinite, yet its essential features are few."

Children's plays are to a great extent based upon the activities of past ages, when running, jumping, climbing, throwing, digging, fishing, hunting were necessary to preserve the life of the race. These were the days before reading and writing and schools were known.

Children now need to secure in their plays the physical development which these big bodily movements bring.

Plays and games that persist from generation to generation are found to be educative in some essential particular, either for body, or mind, or both.

The plays of youth not only point back to past ages, but they also point forward to the future activities of life, just as playing with a string prepares pussy later to catch mice.

Dr. George G. Johnson, founder of the first "Play school" at Andover, Mass., and director of playgrounds later at Pittsburgh, has written a valuable little book, entitled "Education by Plays and Games." He outlines the plays found appropriate at different periods of child life.

Miss Jessie H. Bancroft, assistant director of physical training in Greater New York, presents a list of four hundred plays and games in a book, entitled "Games for the Playground,

Home, School and Gymnasium." Games for the Elementary Schools are classified in this book by years, extending from the first to the eighth year. A list of games for High Schools is also given.

There are "active" games and "quiet" games; games for the city, the country, the seashore.

Miss Bancroft makes a special plea for the playing together of adults and children in frolics and festivals.

Karl Groos, the author of two famous books, on "The Play of Animals" and "The Play of Man," says impressively, "We do not play because we are young; rather, we have a period of youth that we may play."

Back of all this play is the play instinct, which may be called the great motive power of childhood. Even the poet tells us, "Deep meaning often lies in childish play."

Froebel writes, "Play is the first means of development of the human mind; its first effort to make acquaintance with the outward world, to collect original experiences from things and to exert the powers of body and mind."

CHAPTER XI

KINDERGARTEN METHODS OF PLAY

THERE is a period of simple unorganized play extending from the first through the sixth or seventh years. This play is not governed by rules as games are, unless occasionally "taking turns" becomes a law.

Early plays usually start with the desire to be simply active. Playthings are mainly useful because they suggest what to play. The ball says roll me, catch me, run after me, toss me, bounce me. The top says spin me. The drum says beat me. The doll says hold me, dress me, put me to sleep. A toy is valuable if it leads to healthful activity or gives pleasing sensations to sight, hearing, the sense of touch or the muscular sense. Toys that are fragile, that must be laid away to keep or that invite the destructiveness of children are harmful.

No more far-seeing analysis of play in the first seven years has been given to the world than that of Frederic Froebel, the founder of the kindergarten.

Froebel, though himself a childless man, though his own childhood was not altogether a happy one, still loved children and their plays. He visited mothers and watched them in their intuitive plays with babies indoors and outdoors, and finally

selected a series of simple playthings and a series of songs and games that are now known world-wide as kindergarten games and occupations. In their essential features they are truly "mother-play and mother-song."

By the slight organization which Froebel gave children's plays we can pass them on to others. While it was not intended that they be slavishly followed, they do form a nucleus for discussion and variation, according to clime and condition in life.

The two great playthings which Froebel selected and honored for first plays are balls and building blocks. No nursery is complete without a liberal use of both.

Froebel selected for his first gift six worsted balls of strong colors; namely, red, orange, yellow, green, blue and violet. Strings are attached to these balls so that they may be hung one at a time in front of baby's eyes as he crows and kicks in his little bed. His eye catches the form, and for a moment his attention is held. When it wanders, mother gently pushes the ball. Now the motion holds baby's eye. Various plays with these colored balls are suggested in the kindergarten guide-books, but they can all be re-invented by a loving mother or sister as baby needs them. For example, raise and lower the ball; let baby grasp it as his hand grows strong enough; swing the ball, twirl it, roll it, toss it, bounce it, and sometimes sing little couplets as you play. "My ball, I want to bounce you: One time, two times, three times, four times, five times, six times."

As soon as baby can toddle the ball may become a great playfellow. Even in creeping days it calls baby to follow after it.

A small ball is so easily lost sight of that a large rubber ball is better for rolling on the floor. A child of a year can learn to roll the ball back and forth on a table and on the floor to mother or another child. Gradually eye and hand will work together, and by eighteen months or two years the child can aim fairly well. Later he will delight in keeping two balls moving back and forth.

There will now be need of balls of different sizes and of various materials.

A game of quick touch pleases the three and four year old as in the play of "hot ball." The point is to make believe the ball is hot so as to induce a light and quick touch as the ball approaches in order to send it away.

Never let the child be without a ball of some kind as a playfellow. As he advances he will learn, in turn, to roll, to bounce, to toss, to throw and at last to catch it.

As a throwing game, the child will enjoy seeing how many of his worsted balls or his rubber balls he can throw into a box or basket placed at a certain distance. Gradually increase the distance. With children old enough let them measure the distance by steps, or feet, or yards. In the kindergarten and school this becomes a competitive game, and the children learn to rejoice in each other's skill as well as their own by hearty

clapping or a cheer for each success. Play thus brings moral training incidentally; namely, rejoicing in the success of others.

Another "take aim" play with the ball is possible by making a target of cardboard, coloring several rings. Place the target on a door, wall or fence and let the children throw worsted or rubber balls, striving to touch the center. Again a ring or several rings may be drawn on a wooden floor or upon a sheet stretched over the carpet. It requires a new skill, a delicate touch, to roll the balls so that they will stop in the ring. The children sing:

"In my hand a ball I hold,
'Till upon the floor 'tis rolled;
When it stops in the ring,
We will clap, we will sing."

Throwing a ball through a suspended hoop is another game based upon an old Indian game.

It is not having so many playthings as it is intelligently finding variations with one plaything that educates.

How often shall the little ones play ball? Every day. Years will not exhaust their interest; indeed, a ball in one play after another should roll on with them as long as life lasts!

I have spoken of Froebel's selection of building blocks as the second important educational plaything. He has given us a series of building blocks, arranged in little boxes to encourage order, and putting things away after using them.

It is not possible to give full directions for each set. Consult a good kindergarten Guide Book.

Building blocks in great variety are to be found in toy stores. Large and simple ones are best for beginners, who should play on the floor. A good set can be made by a carpenter, the dimensions following being excellent, if a large room is available.

1. 100 blocks—3 x 3 x 1½ inches.
2. 80 blocks obtained by cutting forty of (1) in half diagonally.
3. 200 blocks—6 x 3 x1½ inches.
4. 50 blocks—12 x 3 x 1½.
5. 50 blocks—24 x 3 x 1½.
6. 50 blocks—36 x 3 x 1½.

The last three lengths should be light-weight wood. Sometimes a few of the 6 x 3 x 1½ are also cut in half diagonally.

If a local carpenter will cut these blocks from small pieces of wood left over, the expense will be less. The lengths given may be varied if slightly different lengths will cost less.

This set will do for a large family of children or a kindergarten where the children build in groups.

If there are but one or two children, a smaller quantity may suffice, or if the play room is small. For very young children, order a few at a time, beginning with No. 3. Possibly 25 will answer a child of two. The brick form seems to suggest building better than the square or cubical form. Building upon the floor is strengthening exercise for the muscles of the back and all the larger muscles. Table building with the small blocks

of the kindergarten and with anchor blocks should come later. But *older* children up to ten and twelve years of age will invent with the larger series of blocks, helping and guiding the younger children of a group.

The children should be required to classify the blocks, thus leaving them in orderly groups for the next day, unless a fine, large building has been built, which they prefer to keep for a few days. I prefer the natural color of the wood, though a few blocks may be stained with dye if one so chooses. A dozen or more plain red bricks used in ordinary building are invaluable in a yard. Add a few boards and watch the interest in building develop.

It is said that Ruskin's mother allowed him no other toys but blocks. I would not thus limit a child, but if there can be but one toy, this is the best, for the childish fancy can modify and change the form of this plaything at will.

Watch the boy-builder as his tower rises, block upon block! There may be a delightful crash at the close, but eye, hand and brain have worked together while building.

Here is a train, now a tunnel, then a bridge, a house, a fence, all kinds of furniture, a monument, a castle, a church, and finally, with many blocks as the years advance, a village, a town, a city, may greet you on the floor!

Building appeals to imitation; it arouses the imagination; it gives a means of expressing the child's constructive power, and gradually overcomes the tendency to destroy.

Building gives experience in counting, in balance, in geometrical and architectural forms, in proportion and in stability.

At times the very young child may wish to join other toys with his building blocks. His toy house must have a stable. He will build one with his blocks. He has built a bridge. Where is his toy boat, that it may go under the bridge; or his train, to go over it? He has built a barn. His toy wagon must drive up for a load of hay. The possibilities are limited only by the activity of his imagination working upon his past experiences.

It is necessary to prompt some children more than others in building. Do not hurry them at first. Do not build too much for them and convert them into mere onlookers. Encourage self-activity, even though the first results are very simple.

Occasionally show a new possibility in balance or proportion, so as to insure progressive work. Little builders must work seriously even while they play.

PAPER CUTTING A KINDERGARTEN OCCUPATION JUST AS USEFUL AT HOME

CHAPTER XII

MORE ABOUT THE KINDERGARTEN PLAYS

THE small blocks of the kindergarten gifts are fine for table use, and when several children are working together. They are valuable in number and form lessons; each gift or box contains a new form, and the number increasing.

For example, the first box of building blocks, commonly known as "the third gift," contains eight cubes. The next box, known as the "fourth gift," contains eight brick-shaped blocks. The fifth contains twenty-one cubes, six half cubes and twelve quarters. The sixth contains again bricks and half bricks and posts. After playing with the third gift and the fourth separately, the two gifts are taken together; a child may have two third gifts and two fourth gifts, so as to increase the number before taking up the fifth, which contains thirty-nine pieces, a too rapid advance in number.

The fourth gift is a great favorite. The brick-shaped blocks impress length, breadth and thickness, the three dimensions. They make good space inclosures. The bricks require greater care in balancing than the cubes. They suggest extension.

Packing the fifth and sixth gift boxes requires considerable

skill. Threes, sixes, nines appear in groups. This gradual concrete experience with varied combinations prepares the child for the addition and multiplication tables.

Pretty stars and other symmetrical forms are often made with the kindergarten building blocks.

In purchasing building blocks at the toy store avoid the complex sets of anchor blocks until the children have exhausted simpler ones. Later this fine series of stone blocks will develop an interest in architecture, with its choice colors and varied forms.

Various puzzle blocks should be used as the child becomes interested in puzzles. This may not be until the seventh or eighth year, although some children enjoy the dissected picture blocks earlier.

Modeling in sand, in clay, in plasticene, drawing, painting or simple coloring, cutting out pictures and free cutting are the beginnings of work for little hands. They develop the artistic sense, and may be the means of much valuable instruction in various lines.

All plastic material invites the child to free expression. He works his thoughts into his drawings, into his building, into his modeling. The way in which the child works and the things he makes are other means by which we can study his interests and so learn to know him better.

The occupations named are all utilized by Froebel in the kindergarten, and are now also extended into the primary

school. A chapter might be written upon each of these interesting occupations.

The child wants to draw at a very early age. He loves to see the marks come. Some one should draw for him simple outlines and relate little stories to the lines. Froebel gives some interesting couplets accompanying a mother's sketches, as:

"Let me now thy finger take
And pretty little pictures make;
Here are little birds that fly
Over this little hill so high.
Here upon this little tree
Hangs a little plum for thee;
On this slender branch at rest
A bird has built a little nest."

It is necessary to do a great deal of scribble drawing to strengthen the hand for future writing. Drawing is one of the favorite occupations of children on paper or blackboard.

In the country, mud pies are nature's modeling lessons. The seashore plays of children are fascinating to them with their little pails and shovels. The home and kindergarten sand table and a few shells imitate this delightful out-of-door play.

For the little ones of three, piling and smoothing the sand, burying things in it, sifting it, making parcels, making tracks, and finally, as they advance, making little scenes in it, using blocks and twigs and stones, to illustrate a story. For example, the story of "Jack and Jill" or of "Little Red Riding Hood," or "Over the river and through the woods to grandfather's farm

we go." Again, I have seen a maple-sugar camp worked out on the sand table, a logging scene and an Indian encampment.

The kindergarten has singing games while the children stand in a ring. Standing in a ring brings the children hand to hand and face to face and appeals to the social instinct.

Little lessons of politeness, bowing games, shaking hands, greetings and farewells are sung.

The children play out in the ring the representative games illustrating the principal trades and the movements of animals, as flying, hopping, swimming. They are in turn carpenters, blacksmiths, farmers.

The accompanying songs give pleasure, and the words add to the child's vocabulary and train his memory.

There are plays to train the senses in the kindergarten. These are still further developed in the Montessori Method. The senses are keen in childhood, and little games of touching, listening, even smelling and tasting, please as well as educate.

It is said that Dr. Montessori ignores the play spirit and that Italian children are not naturally as playful as Germans and Americans. However, she recognizes and uses the circle plays of the kindergarten. She uses blindfold games, which children love, to test the senses playfully. She suggests the use of musical bells and rhythmic marches. Dolls, blocks, balls, bean bags, wagons and other staple toys are provided in her nursery classes.

Ellen Key sounds a warning note when she says, "Come,

EXAMPLES OF ORGANIZED PLAY FOR OLDER CHILDREN

let the children live." Many anxious mothers play too much with their children, and there is some danger of over-organizing in playgrounds. We do not give the children a chance to invent their own plays. Children's plays often begin suddenly and end suddenly. They reach a climax quickly. Adults are not often child-like enough to understand these quick transitions and sudden changes of plan.

The playground movement in America and in England has developed within the past ten years to great proportions. Cities are equipping parks and playgrounds with play materials as swings, see-saws, climbing poles, sand-piles.

Dr. Henry Curtis, first secretary of the National Playground Association of America, has recently announced an extended course of lectures on play.

Dr. Myron T. Scudder, author of "Country Play," claims that more and more teaching will be done out-of-doors in touch with playground appliances. Fundamental principles of physics and mechanical powers are illustrated by the swing, see-saw, inclined planes of the slide, the pulley, etc.

It has seemed to be Dr. Montessori's idea to accept and utilize standard playthings and to avoid the many foolish contrivances in the shape of toys that crowd our toy stores and sometimes overload our nurseries. She appears to recognize a natural earnestness in children opposed to mere frivolity. In short, she recognizes that the healthy normal child likes to work. Work and play go hand in hand.

There is need of leisure as well as work, and as years advance, the earnest play spirit cultivated in youth becomes a conserving force in the stress of mature life.

CHAPTER XIII

CURIOSITY

CURIOSITY is a powerful instinct. Without it children would never learn as rapidly as they do. Every new object in the environment attracts a child, and he wants to know about it. He at first exercises his senses upon everything. He touches, tastes, listens and looks. "Every sense is an itching palm." First he is curious for names. "What is it?" he asks. A name will satisfy this first curiosity. Next he asks, "What is it for?" Use interests him. He is curious to use things; to see what they do. Later the child's curiosity advances to the question, "Why does it do this or that?" and he is becoming a little philosopher. He is curious for reasons. His mind is active as well as his body. Answer as patiently as possible. Very crude replies suffice him. Fuller ones he could not follow.

Helen Keller, the deaf and blind girl, tells us in her autobiography that her joy was unbounded the day she discovered that every object has a name. We do not realize the child's boundless curiosity for names, uses and reasons.

When the why and wherefore are too deep for a child, it is not always necessary to tell him so. That only increases his

curiosity. Talk about the subject, letting his mind play around it while you may give very little real information. Give all you think he can absorb. After questioning comes experimenting, urged on by insatiable curiosity.

Let the growing child try simple experiments with his toys and also in the kitchen. The tea-kettle, with its marvel of steam, roused the curiosity of a boy, who afterwards invented the steam-engine. Let the child observe the effects of heat on the egg, the potato, on meat. Boiling and baking are interesting processes. Thus the kitchen may well start curiosity in physics and chemistry.

Strike a light. What made the light come? The match, the gas jet, the electric bulb, all arouse curiosity and make way for instructive conversation.

Wonder lessons are hidden in toys, especially in the kite and the top. Boys became curious about them. Be prepared to answer intelligently. Hunt the public library for a book on kites and tops. Tell the story of Franklin and his kite, which helped solve the mystery of lightning.

Encourage the boys and girls to collect specimens and curiosities. Curiosity at a certain age develops into a "collecting fever." Encourage the children to label each curiosity neatly thus giving an impetus to spelling and writing. These collections will help satisfy the desire to own. The property sense will be gratified. The effort to collect, to label, to classify, gives children a right to own. Owning develops responsibility.

One of the saddest things about an orphanage is that often the children do not even seem to possess their own garments! Respect ownership in the child and he will learn to appreciate property rights.

But to return to curiosity. Curiosity has its objectionable features. What can we do to discourage staring and prying curiosity? Shall we permit destructive curiosity? Shall we unduly excite curiosity by unnecessary secrecy when questions of sex arise? How shall we check experiments that lead to cruelty? How shall we deal with inquisitiveness? These are a few of the trying phases of curiosity for parents and teachers to consider.

Children who are allowed to make such experiments as we have mentioned and to make such collections will not have much time for useless or prying curiosity. Often the lack of intelligent occupation leads to undue curiosity.

The curiosity aroused in the study of history and geography about other peoples may be answered by collecting and mounting pictures in scrap books illustrative of each land.

Little trips may be planned to museums and picture galleries. The curiosity excited by tales of travel is healthful. Encourage reading biography and books of travel. The first gratifies curiosity concerning great men and the second, curiosity concerning foreign lands.

The aquarium and museum of natural history will both arouse and gratify curiosity concerning nature and its wonder-

ful ways. Groups of children are visiting our museums in care of their teachers.

*In regard to the ever present mystery of sex, answer children's questions simply and truthfully, telling only a little at a time. This information received promptly from parents will do much to allay the unhealthy curiosity of later years. Open the way for the child to come to you for answers to his questions whenever they arise. If a child asks a fish, will a wise parent give him a stone? Unsatisfied curiosity tends to delve in dangerous places, and may dig up unwholesome stories from unclean minds.

We can well accept this God-given instinct of curiosity as a guide when it has awakened a young mind to ask questions about anything. "Curiosity is the mother of all knowledge."

* "Yourself and Your House Wonderful"—H. A. Guerber—gives this information in a manner which the child can understand, and checks any impulse to talk promiscuously about such matters, as well. $2.00 net. Uplift Publishing Co.

CHAPTER XIV

CHARACTER

I REMEMBER that years ago a new accent upon a single word in an oft-quoted text gave me a new insight into its real significance.

"Train up a child in the way he should go," was expounded, with accent upon the pronoun *he*. Read it with this new emphasis and note the change of meaning! What is the change? Does not the old emphasis make us think too much of *our* way and too little of the *child's* individuality?

Train up a child in the way *he* is best fitted to go, is the new thought. It suggests the very child study which we have tried to indicate.

Every thoughtful father and mother wonders at the differences in temperament, in the likes and dislikes and in the conduct of their different children.

There is the bold, active child; the shy, timid child; the child inclined to be obstinate; the child who yields too readily. There is the open-hearted, generous little one, and his brother, who clings to everything he can possibly call "mine."

"I have treated both of my boys alike," said a father; "but one is good and the other is bad."

If this father had *not* treated both alike, but had studied the peculiar traits of each, and modified his treatment accordingly, he might have had success with both.

A wiser mother said: "I found a set of rules to govern my first child, but they did not work well with my second. When my third child came I threw the old rules away."

Such a clean sweep was probably unnecessary, for all children have some similar characteristics as we have seen in considering the instincts of childhood. There are some few fundamental principles, if not set rules, that may guide us in developing character in any child. For example, there is the necessity of regularity in attending to the physical needs of the child. Many fail to realize how much simple, regular management in regard to food and sleep, wise regulation of clothing and even regularity in attending to the evacuations of the body from babyhood influence character.

A peevish, fretful child may be developed by lack of attention to any one of these things. Discomfort of body makes it difficult to be cheerful at any time of life.

Regularity and consistency in these details apply alike to children of all temperaments, although it is true that the child of nervous temperament will suffer most.

Again, the fundamental instincts are found in all children, yet in differing degrees. For example, all normal children are imitative, playful, curious. All children have fears and all show social traits, though not to the same extent.

It is worth while to study these general principles as a basis and then study to modify our application of them to different children.

Kirkpatrick claims that one of the most striking differences to be noted in dealing with children is whether they are naturally quick or slow or their time sense. A naturally quick child is in danger of being over-stimulated, while a slow child will stand urging on.

It is not a hopeless task, though a most difficult one, to train children well on account of these many variations.

Every young parent should seek the acquaintance of several older parents who have been successful in bringing up children, and should frequently converse with them, as they certainly would do with their neighbors were they starting to raise horses or even chickens.

All neighbors' advice is not equally good about chickens, or colts or children, but I do not hesitate to say that parents do not confer as much as they should about children.

Fortunate are the children who have wise grandparents, whose methods are recalled and whose wisdom and experience have sifted down from one generation of parents to the second and third.

Some parents are over-sensitive about acknowledging their children's faults and their methods of dealing with them; for this reason I fear that much useful interchange of experience is lost. Yet methods may well differ because of the tempera-

ment of parent as well as of child. A young parent need not feel in duty bound to be a mere copyist.

The temperament of a parent is a factor in government. One who is naturally firm will govern better in his way, while one who is essentially yielding need not fail. A mere effort to become as assertive as a firm person may be like David putting on Saul's armor, for it is more than injurious to command what you cannot enforce.

In some families the father is the more successful governor, while in others the father leaves almost too much responsibility to the mother. A child needs two parents to contribute to his upbuilding of character as well as to his existence.

It is truly a much more complex and serious business, this training of children, than is often recognized.

CHAPTER XV

TYPES OF CHILDREN—ACTIVE AND RECEPTIVE

IN leading parents, and teachers, too, to consider two of the most marked differences in children, Professor Mark Baldwin, of Princeton University, mentions the same two points of difference already suggested, though in different language. He says in his "Story of the Mind" the first distinction between children is that some are more active or motile, while others are more passive or receptive.

An active or motor-minded child tends to act promptly, quickly and without reflecting. He jumps at conclusions. The slightest suggestion tends to action. It is hard for him to hold back. The motor child will cry hard and loud; he will ask a great many questions which he might answer himself; he will get hurt often. Such a child must be dealt with indirectly rather than commanded to control himself. You will probably only aggravate his bad habits otherwise. There is no more difficult way to stop than to be told to stop when in full action.

What is indirect treatment of such a case? It is diverting the activity into another channel. This requires some tact and thought on the parents' part, but such thought is good for him,

too! We develop ourselves in governing children well. This is one of our rewards. It seems much easier to say "Don't," but positive suggestion of something else to do is much more reasonable.

James Lane Allen tells of a father in "The Doctor's Christmas" who complained to a trainer of colts about his boys. He said, "I have told them over and over what not to do." "I never train my colts that way," was the reply. "Any training would be a failure that made it the chief business in life of any creature, human or brute, to fix its mind upon what it is *not* to do. You must teach *what to do!*" This is especially applicable in dealing with the active child. Try to interest such a child in "waiting a minute to think"; "to count ten before he acts." Ask him to think about two ways to do a thing and which is the better.

The motor-minded child must be trained to stop and consider but in this indirect way, which really amounts to stopping or inhibiting self-action, and yet is doing nothing.

The games of inhibition, which we have mentioned under play, help in training a child in self-control, and so in upbuilding character.

In regarding such active children we must not aim to make them too hesitant, for there are places in life where quick, positive action is invaluable. The child of this type may be domineering. Later he may become a leader; but to be a desirable leader he must have been trained by self-control.

The opposite type of child to the active or motor-minded Professor Baldwin calls the receptive or sensory child. This child takes in impressions more readily than he gives them out. He is passive. He has to be urged to act rather than to be restrained. He does not need to be taught to delay before acting. Such children are often called dull for years; but they have made some of our greatest men.

There appear to be more boys of the sensory type than girls.

It is harder for a teacher or parent to know and fully understand a child of this second type, for it is mainly through movements and actions that we study children.

We are indebted to writers who have pointed out to us the meaning of this quiet child. He may be absorbing impressions for future use.

Where the motor child asks questions and reveals his ignorance, the sensory child watches, observes, says nothing. It is hard to tell whether he understands.

We must be very careful not to offend the sensory child, lest he sink farther back into his reveries. He requires patience and sympathy and encouragement to bring him to expression. Try to induce him to take active parts in games. Appoint him to lead unless he is very timid. Give the motor-minded child minor parts in plays and games as well as the more active parts. Do not repress him unduly nor force the sensory child to a conspicuous part too much against his will.

Professor Baldwin thinks that the kindergarten is very good

for the sensory child, but that it may over-stimulate the active child. This depends upon the wisdom and experience of the kindergartner. I have found, on the contrary, that the two types can be made mutually helpful to each other. Play one against the other as you would in family life. They may incite each other, the one to greater activity, the other to more self-control.

In the home, praise the good points of each child to the other, but do not make "comparisons odious," as they sometimes prove to be.

CHAPTER XVI

TYPES OF CHILDREN—EYE-MINDED AND EAR-MINDED

ANOTHER common distinction noted among children is that some are eye-minded and others ear-minded. That is, some learn more quickly through the eye and others through the ear. This is often tested in learning to spell. The eye-minded child learns spelling best through writing, while the ear-minded needs oral spelling. In schools both methods should be used on this account to reach all children.

In carrying out ordinary directions, an ear-minded child has the advantage. To prevent mistakes in giving important directions to an eye-minded child, write them down and require him to read them before starting upon an errand.

It may at first sight appear that a consideration of such points has no bearing upon the development of character; but this is not so. We are inclined to misjudge a child often, unless we understand his individuality; and this shakes his confidence in us and tends to discouragement, which is always weakening.

If we fail to hold a child's love and confidence, he does not co-operate with us.

These two types are not always strongly marked. Indeed, they sometimes seem to blend in the same child, and yet it is

helpful to know about them, and to watch for their manifestations in varying degrees of intensity.

A knowledge of the instincts we have already considered is helpful in character building.

If children are naturally so imitative, we cannot over-estimate the value of example in our methods of training. "Do as I say; don't do as I do," will not answer.

Every home, every parent, every companion, is an object lesson. We have already presented this phase under imitation and play.

There are other instincts that make directly for moral development. Curiosity and fear may develop wonder, awe and finally reverence when well directed in nature study.

It is rather novel and of timely interest to learn from Dr. Montessori that there is an instinct of obedience. She claims that the human race is inclined to become too obedient. She reminds us that many present-day social problems center about raising men from a state of obedience to consider their rights. She claims that many adults need more independence; that too many fail in initiative. She teaches, as do many other educators, that we need to cultivate greater respect for the will of the child; to cross it less than we do.

Children, especially young children, need to assert their will in order to feel their growing personality. Recently an unusually gentle and lovable boy of five was quite disagreeable all the morning. Toward the end of the morning he remarked

very naively, "You don't like me to be cross, do you?" "No, I do not." "Well," said the little fellow, "I *like* it." He said this very mildly and pleasantly. It indicated to me that he had been realizing, as never before, a certain strength within himself. He had enjoyed himself in a new role, as it were.

Dr. Montessori reminds us that a little child is often called disobedient when he really does not know how to obey, but may be trying to learn. She reminds us that young children are inclined to perform new acts slowly, but that adults hurry them, and create rebellion in them by so doing. She says we must seem to them in the rapidity of our movements as jugglers do to us! It is an excellent comparison, and should cause us to consider. We have need of such a lesson as she brings upon this subject.

Mere politeness to a child will prevent much rebellious, disobedient behavior, and will help in making obedience a pleasure. Often ask yourself this question, "Am I polite to my children?"

The inability of a child to hear, or if he hears, his failure to interpret what we mean, because of his limited knowledge of words and if he hears and understands, his inability to act as quickly as we desire, often causes an unthinking adult to charge disobedience when the child is really getting ready to obey.

In a public kindergarten in New York city a mother, upon entering two boys, said: "This one is bright, but the other is stupid. You cannot make him mind." The kindergartner

studied this case and found that the child was simply slow to understand, and she repeated her directions slowly, saying very little at a time. The mother, in her impatience and ignorance of the cause, had not realized that simply waiting for the child to grasp the idea of her words would work the desired change in his conduct.

She was a good mother, and at Christmas begged the kindergartner to accept a little gift as a token of her gratitude for the improvement in obedience, which in three months became marked.

HARVEST TIME: A NEW YORK KINDERGARTEN ROOF GARDEN

CHAPTER XVII

RESPONSIBILITY IN TEACHING OBEDIENCE

AN excellent way to train a child to listen well is to give him very simple errands to do from babyhood. Baby loves to trot about, loves to carry things, and a mother should take advantage of this fact to practise him in doing exactly what she says. For example, when the child is about two years old, possibly less, if he walks well, take hold of his two little hands, look right into his eyes and say: "Baby, listen! Carry this spoon to Mary; then come right back to mother." When he returns, you say: "What did you do with the spoon? What did Mary say?" This should be done once or twice a day, but not oftener.

The coming back to report is very important in order to train the child to realize that the errand is accomplished; the incident closed. Much anxiety and uncertainty are in later life occasioned by a delay in reports, not knowing whether an incident is closed.

Gradually increase responsibility by making the errands a little more difficult; train the child to say, if interrupted on the way going or returning, "I am doing an errand and cannot talk until after I report." Indirectly, such training inclines a child

to obedience, to do exactly what he is asked to do, even when not "doing errands."

A word of praise when a child reports promptly and intelligently pleases him. He loves to feel the importance of his help. He connects pleasant results with the carrying out of directions.

Some persons seem to think that a child never "obeys" unless it is a disagreeable task that is set. Let obedience be connected as far as possible with pleasurable emotions.

When an unusual or a disagreeable duty is to be performed, prepare by a warning or suggestion, as there is then a natural inertia to overcome. For example, mother remarks cheerfully, for the tone of her voice is so important, "I see the hands of our clock are pointing very near to bedtime," or possibly, she tinkles a tiny bell ten minutes in advance, as a signal that toys must be put away and all made ready for dinner.

Let a respect for the clock be cultivated. Froebel thinks the time sense is innate. Children surely love the "tick-tock" of watch or clock. Use this interest in securing prompt obedience:

"The clock tells the hour,
We come at its call."

There are, however, times of struggle. Mrs. Malleson, a wise English mother, who has given us very helpful notes on the early training of children, says: "When it is hard for the child to give up his will to yours, encourage him by your loving

approbation; let him feel the sunlight of your love in his struggle to do right."

Let me paraphrase a few of her notes:

1. Create a sense of inevitableness about the small duties of the day. Do not debate them. In some households every action is debated. This is very tiresome, and wears out any mother's nerves and health. It surely is not good for the child. A gentle, loving, silent firmness must be used in establishing daily routine. We must not talk too much. Sometimes we can sing a song while a trying task is in progress.

2. Be refined in all your dealings with your child. Teach him to eat without haste or greed. Respect privacy at the proper time.

3. Avoid fear, threatenings and frequent scoldings. "Occasionally," says Dr. Hall, "judicious and incisive scolding is a moral tonic." Avoid too many words.

4. Encourage bravery and patient endurance. Do not sympathize too much with every trouble.

Let me add a quotation from Froebel's "Education of Man" on this point: "If parents or attendants are convinced that all the fretting, restless child needs has been supplied, they should calmly and quietly leave him alone, giving him *time to find himself*. The child, otherwise, soon claims sympathy and attention that is not good for him and loses valuable lessons in self-control." It is surprising how soon a young child will stop crying if left unnoticed for a few minutes. It is a

comfort to recall occasionally that crying is good for the lungs.

5. In training to obedience do not play the despot. A very young child can learn that the mother refuses because she is obeying a higher law. Froebel says: "Between request and obedience, there should invisibly rule a third something to which parent and child are both subject. This third is the right, the best. The child soon recognizes whether directions are arbitrary or whether given in this spirit of doing what is right for both mother and child."

6. Do not make too many rules; do not break the will. Do not command what you cannot enforce. Richter says: "The united care, both of a child's obedience and freedom, is one of the most difficult requirements of education." "The attempt to treat a child at adolescence as you would an inferior is fatal to good discipline. Parents still think of their offspring as mere children and tighten the rein when they should loosen it."

7. Keep faith with your child. Answer his questions fairly. Do not talk of his mistakes or his naughty ways before company. Do not exaggerate naughtiness as, "I never knew such a naughty child!" Shield even a child's dignity.

Do not make light of a child's sense of shame. It is instinctive and one of your greatest allies in overcoming evil. Do not punish before others, lest you destroy this sense, or crush self-esteem, which is another great ally in the fight for a noble character.

CHAPTER XVIII

TRUTHFULNESS AND HONESTY

OF all virtues, parents long for obedience, truthfulness and honesty in their children.

I have tried to show that obedience may be cultivated indirectly, rather than by insistent commands; that a higher law must rule both parent and child; that obedience does not necessitate "breaking the will"; that rather is the child's will to be respected as far as possible as one of his greatest future assets; that it prepares the way for true democracy and enables him to initiate rather than to follow blindly.

In training to this intelligent and voluntary obedience we are also preparing the soil for truthfulness to grow. "From one learn all," is a good French maxim. For example, doing errands well and reporting faithfully helps in establishing exactness in speech, and habits rule and tend to make character. If a child from babyhood has been trained to accurate reporting, this very habit will make it difficult to speak falsely.

Have you ever thought that in training children to be truthful we are fighting at times against the instinct of self-preservation? A lie is recognized as a shield; as a hiding place from the parents' wrath. A lie has been used as a shelter to pre-

serve life through the ages, and is now excused in war, or even in extreme danger of any kind.

We must be very patient in helping the growing child to be brave enough to speak the truth.

Fear tends to increase the instinct to hide. Let us beware of too great severity in punishment lest we tempt to falsehood. Connect truth with courage.

Dr. G. Stanley Hall has collected very remarkable data on children's lies, showing that children often make distinctions between lying to friends and to enemies, thus again following race and world history. We should respect this tendency and use it to impress the greater wrong of deceiving father or mother above every one else. If parents are sure of the confidence of the child, he is not in much danger from any source.

A lie is really a hiding of one's true self. If your child is not afraid of you, or if he is afraid to grieve you, if you have made him brave in physical endurance from babyhood, the battle against falsehood, should it appear, will not be long.

Dr. Hall describes imaginative lies. Children having a vivid imagination are inclined to exaggerate, to misrepresent, even sometimes to repeat dreams and stories they have read, as if the events had happened in their own lives. Sometimes they do this without realizing what they are doing. Nevertheless, the story, even the fairy tale and myth, is invaluable in education. We need not fear the effect of the imagination upon truthfulness, though we must guard against its abuse. Some one has

said, "Fence round your fairy land, then you'll have a clear head."

No one finally sees things so untruly as the person who is too matter-of-fact and who never rises above the things of sense.

Imagination in later life helps us to attain spiritual vision and to rise above material things that weigh us down. It gives us strength to soar on the wings of faith and hope. It helps us to believe in the unseen. It inspires our poets and our prophets.

It is quite permissible for the parent to appeal to the little child's imagination in discipline as: "Why, our Johnny must have gone away. Who is this naughty child?" There is a Mrs. Gradgrind who might call this false, but it is expressing a real truth. We are trying to make the child recognize that he has a higher and lower self, are we not?

Sully, the great English writer on psychology, even suggests, saying, "I think Dobbin (a favorite rocking-horse) wants you to do this," or, "When you think how pleasant it is to oblige your friends you will do it." These appeals require imaginative power. Sully also suggests, "Run into your thinking corner."

There is no one more trying than an unimaginative person, no one more cruel to a child, for he cannot enter the child's world at all.

There is doubtless an age, sometimes at seven or eight, often later, occasionally earlier, when a child tries deception for a time. Boys, especially, do so. Do not treat the fault lightly,

yet ignore it when possible, because, in most cases, the child will outgrow it. Explain how hard it is not to trust your own children! I would not advise saying, "I cannot believe anything you tell me," but I should try to make it clear that one lie puts all that we say under suspicion. It seems very hard for a child to realize this.

In regard to honesty, similar suggestions apply. We must recall that in ages past stealing was under some conditions a virtue.

A city magistrate very recently remarked: "When I think of certain apple trees I have climbed, it is hard to condemn a city boy for stealing an apple from a fruit stand." He strongly commended "The Children's Court," where juvenile delinquencies are not labeled crimes. Children were made for country life. Let us be patient with our own and others in crowded cities.

The sense of ownership develops more slowly in some children than in others. The best training to honesty is to respect this sense of ownership in toys, in clothing, in books, as well as in money.

We must begin early. A little girl of two said: "Don't touch that; it is mine." Her mother thought she must be broken of such a habit, but a wiser aunt said: "Is not that what we say to her? She is learning to recognize property rights."

Children's property rights should be respected even in toyland.

It is true in the home we use many things in common, but certain things should be considered as sacred to their owners. Mark clothing with initials. Mother's bureau drawers need not be locked, but they should not be opened without her permission. Father's writing desk has sacred drawers to be opened only by him. Happy the child who is trained to feel these essential property rights in home details. The children must respect each other's rights. John must ask Ned for his knife. Nellie's doll is not Susie's. Children in institutions should have some things definitely their very own.

Allowing children to play with money, to carry even pennies in their pockets at an early age, is unwise. Money should not be left carelessly about. Have you ever read Carl Ewald's "My Little Boy"? In it he describes most graphically an effort to impress the value of one cent. It is a choice bit of literature.

I doubt even the value of children's banks. Money is for older persons. Let the child play with toy money. When a child becomes interested in arithmetic and is old enough to keep a little account book, and can be trusted to spend a small sum for definite articles of use, then is the time to introduce banking and saving. In this way foresight, a training of the judgment, the necessity of a correct balance, accounting for every cent, is impressed and will lead to good results.

If a child loses even a small treasure which he prizes, but which to us may be valueless, we should sympathize with his

loss, and the whole household or school, if possible, should be enlisted in a search for it. Then in turn, when another child is the loser, we can apply the golden rule. Interesting young children in thus helping to restore lost articles will help in the development of honesty. It is an excellent practise at home and in school to have a special place assigned to which lost articles may be taken as soon as found. This *definite place* for returning may be the means of preventing a temptation to keep an article. Have you never felt that you would return a lost article if you knew where to take it? Always make it possible for a child to place a lost article where the loser is likely to inquire for it.

Thus we are again enforcing positive rather than negative discipline. Remember, the "trainer of colts" did not tell colts what *not* to do. Appeal to the higher law of love, to the golden rule. "Thou shalt love thy neighbor as thyself" excludes all possibility of violating the law.

CHAPTER XIX

MORAL TRAINING

HOW do children form their ideals? Whom do they wish to be like? This depends upon the age of the child.

There are three notable periods in the child's life which should constantly guide us in considering any problem, whether physical, mental, moral or religious.

The first is the *period of infancy,* extending to the seventh year. The second is the period from eight to twelve or thirteen years, called sometimes the period of pre-adolescence, and the third is the *period* of adolescence, or youth, which extends over several years or, as many teach, through the twenty-fifth year.

These three periods constitute about one-third of man's life. They are all plastic, impressionable periods, each in its own peculiar way. It seems like a long training time, but the first third of life prepares for the *two-thirds* to follow.

It is well for parents and teachers to realize that the books are open, as it were, all through these twenty-five years. It is customary and right to extol the period of infancy, but this should not shut out the longer view of training necessary to make the best of our boys and girls.

Parents need to keep the thought of continuity, the relation of one of these periods of the next in mind, lest in their anxiety they force the lessons that belong to advanced childhood and youth into infancy, and so produce premature and unripe fruit. Froebel argues this point strenuously in "The Education of Man," and finally reaches this important climax: "The child, the boy, man, indeed, should know no other endeavor but *to be at every stage of development wholly what this stage calls for.* Then will each successive stage spring like a new shoot from a healthy bud."

In short, precocious learning, even precocious goodness, is not desirable. We do not wish our children to rise early that they will be "sleepy all the afternoon of life." This thought controls us in writing of children's ideals, and especially of their development in spiritual things.

In the period of infancy children form "acquaintance ideals," for they learn mainly by example from parents and other acquaintances what is right and wrong.

In the second period, which is the one best fitted for drill and memorizing, they learn much more by precept added to example; in the third period there is a new birth from within, for the higher and more completely human traits are now born. Knightly ideals develop. Altruism appears; the love of the other. Altruism is preparatory or, indeed, a phase of the parental instinct, which later will sacrifice the self for the child.

Great characters of history and literature now create ideals

for boy and girl. Undesirable and unexpected traits may also appear at this time. Teachers are now idealized.

Music and art may now be united with literature as a powerful trio to minister to the love of the "good, the true, beautiful." Nature has also a new message in its grandeur and its beauty to elevate the youth's ideals.

Nature, music, pictures, have been powerful influences for good from infancy, but at the dawn of adolescence the interest is of a new type.

But our message in this chapter is mainly upon "early training." We turn, therefore, to consider the ideals of the first period in detail, now that we have briefly indicated the relation of this early period to those which follow it.

A few years ago an attempt was made in the public kindergartens of New York City, then under my supervision, to ascertain the ideals of children from four to six years of age by actual investigation. Nearly a hundred kindergartners consented to help.

Very simply and naturally they asked two questions of a thousand boys and girls under six years of age: "Whom do you wish to be like?" "Why?"

The answers were written by the kindergartners without attracting the child's attention. They show that ninety-two per cent. chose either mother, father, grandparent, aunt, uncle, cousin, or a personal acquaintance, a teacher or playmate.

It was most interesting and convincing to prove, by actual

count, that such young children are very little impressed by national heroes, but that they form their ideals from those immediately about them in their homes, in their schools, even in the street, and not as they will later from books and historic characters.

Professor Earl Barnes, that most able student of child life, in comparing the answers of these children with answers obtained from older boys and girls says: "After dealing much with elementary school children who so largely choose their ideals from characters in books, one is startled on coming to the younger children to see how largely they choose the characters from those who walk about them in their homes and in their schools. Half of these children's ideals are chosen from relatives, one-third being father or mother."

To hear from the little one's own lips: "I want to be like my papa." "I want to be like my mother," or occasionally to have one look up trustingly in your eyes and answer: "I want to be like you"; or again, "I want to be like Nellie because she sits by me" or "I want to be like Walter because I see him in the street when I play," fills one with a renewed sense of the responsibility of parents, relatives, friends or little children to be what they would have the children become, and likewise suggests the subtle power of children over each other.

Early impressions are so deep that they often return in later life, after the heroes and heroines of history and of literature have served their day, and once more in mature life, we may

find ourselves longing to be like mother, like father, like grandmother, like aunt, like teacher or school mate of long ago.

Ideals need to be enlarged, broadened, varied by all good means we can bring to bear upon them as childhood passes into youth, but happy is it for those whose old love ideals have been truly worthy of the deep hold they take, and happy is it for us if our children can find more and more in our lives and characters to admire as they grow in power to comprehend us.

We have been urging child study by the parent. The tables turn, and the youth studies the parent and teacher. He sometimes misjudges the adult, it is true as the adult has misjudged him! Is it not our duty gradually to reveal ourselves so that our growing boys and girls may know something of our inner life? We must not expect youth to understand manhood fully, but we can at least find ways to let the incredulous boy or girl realize that mother and father were once young, and that they remember the high hopes and ambitions, the struggles and disappointments, and so can enter into their children's joys and sorrows.

Recently an article appeared upon youthful suicides. The author after carefully gathering statistics finds five hundred suicides under sixteen years of age in the United States in one year, and even a greater number in European countries. A kind parent or teacher does not always realize the mental strain of adolescence; how much less an unkind or even thoughtless guardian?

To help in establishing a growing sympathy parents should often relate to their children chapters from their own lives in story form beginning from an early period.

These confidences may begin way back in infancy in introducing little games or plays. "Uncle Tom, Aunt Fannie and I used to play so and so when we were children. Would you like to try it? Uncle Tom and Aunt Fannie are mother's brother and sister. We all lived with Grandpa and Grandma when we were children, just as you live with father and mother now." This and similar simple tales are of thrilling interest to the five year old. By continuing these family tales from year to year, you will be developing an interest and pride in family history.

Keep a family record, births, marriages, deaths, and have each child make a copy for his very own when his interest in such things is at its height.

CHAPTER XX

STORIES

FAMILY history paves the way for general history which should begin in story style. The story of our nation's heroes develops year by year as we celebrate their birthdays. Do not forget the "three periods," and do not expect much hero worship until the time is ripe for it. The name and picture of Washington and Lincoln, a simple story or two, are sufficient for the kindergarten age. Washington on horseback is better than a portrait picture.

We might not even mention these heroes quite as early as we do were it not for the school holidays, the flying flags and the questions that naturally arise about pictures on the wall.

It has been found by overdoing stories of Washington and Lincoln in very early years, perhaps even jesting, that a positive decline of interest has taken place among school boys just at the age of twelve when they should naturally be most deeply impressed by the lives of great men. They think they know all about them and years may elapse before they renew their interest. This is a great loss, for in studying their place in history, the interest should be intensified.

The story of our flag, the meaning of each stripe and star is

READING AND STORY TELLING ARE IMPORTANT FACTORS IN CHILD CULTURE

of fascinating interest. The story of a coin with its inscriptions, of a postage stamp, of a letter and the post office, the story of a monument in our town or the next town, or of one we may have seen in a picture; how our village got its name; its first house; the story of our lights, our cars, our boats, our bridges, our factories are all highly instructive. What father or mother need want for a subject for story hour? Do not miss the privilege, nor yield it wholly to books and schools. "The child's thirst for stories, has it no significance, and does it not lay a responsibility upon us?" asks Dr. Harvey. Voice and simple gesture help impress the young child in telling a story. Have a regular story hour.

Stories told, stories in song, stories in books and in pictures, too, all have a great mission in creating and fostering ideals during all three periods, and, indeed, through life. The more careful thought we give to the proper selection of each, adapting them to the age of the child, the more lasting will be their influences, and yet do not neglect the short, the funny story at table. It, too, has its influence for good. Mealtime is not alone for our physical needs. Dr. John H. Vincent has spoken recently of the stories told around his own family table.

Of late the schools have been learning the need of dramatizing stories to bring out their spirit and meaning. Even the Mother Goose nursery rhymes which, by the way, are the very best first stories, are played out by the children after the rhymes are familiar.

I was once astonished to see a little boy about two and one-half years old, after hearing "Little Boy Blue," throw himself down on the floor, pretend to sleep, and then jump up, blow the horn and run for the sheep! It is common now in the kindergarten to dramatize Jack and Jill, Little Miss Muffit, Jack be Nimble, Little Bo-peep, The Three Bears. The latter is a great favorite even at three years of age.

This dramatic instinct has always been recognized in the plays and games of the kindergarten, but now it is used in all the grades in connection with reading of history and literature.

Children love stories of pet animals. Be sure to give each pet a name, for children like details and particulars even to color and size. If as a child you had pets, tell all about them.

Animal picture books should be provided in plenty. These should at first present only tame animals. They should show children near, possibly feeding the animal. Imitate the sounds animals make. Avoid till later speaking of their uses after death. Interest should center on the living animal with very young children, creating a friendly attitude and humane feelings.

"The friendly cow all red and white
I love with all my heart.
She gives me cream with all her might
To eat with apple-tart."

City dwellings, alas, forbid pets in these days, but in the country and in the suburbs children are most favored in having them.

Every city park, playground and kindergarten should be provided with a few tame creatures. Squirrels, rabbits and pigeons have been found to be most satisfactory.

Kitty, of course, every child must know in the home. The canary is a household treasure, and surely every kindergarten will have its aquarium.

Special efforts should be made by parents and teachers to take city children for visits to farms if only for a day, and of course to the "Zoo."

Fun and frolic with animals reproduced in pictures, animals dressed as human beings, as Peter Rabbit and Squirrel Nutkin, attract and give opportunities for a little moralizing now and then. Each animal impresses a characteristic which a child sees he may follow or avoid. Fables come a little later—not too soon. They belong with very few exceptions in the second period. The Lion and the Mouse, The Sun and the Wind are enjoyed even in the first period.

To enliven the imagination, fairy tales, myths, legends, those wonder stories so closely connected with nature and religion, come to our aid, a very few in later infancy, many in the second period, especially its first half.

The children's gracious friend, Mrs. Kate Douglas Wiggin and her able sister, Miss Nora Archibald Smith, have recently reassembled the choice fairy tales of all nations. Such judicious help in choosing fairy tales is most important. Hamilton W. Mabie has collected the "Myths every child should know."

There are other admirable selections. I mention these few as a guide, for all fairy tales and myths are not desirable.

Another type of stories leads to geography and interests the child in the "great, wide, wonderful world, with its wonderful waters around it curled."

Seven Little Sisters and its sequel are model little story books of this kind. Katherine Dopp's story readers of primitive peoples, and many, many others of similar scope are now found in our school libraries. These stories are better told than read, indeed they create the necessary thirst for books if told first by word of mouth.

One of the Seven Sisters is Agoonack, who lives in Snowland. Another Gemila, the child of the desert, who lives where it is always summer.

Vivid pictures of the characteristic climates and life in distant lands are thus painted in the mind of the little listeners. The added thought given in the sequel that "each and all may help each other," comes as a surprise! How can it be? Why, some of these "Seven Little Sisters" may be gathering fruits to send us in big ships even while we are asleep, for the sun cannot visit all Earth's children at the same hour!

Surely such tales will broaden sympathy and do their part in preparing the way for the reign of peace.

Stories of missions may follow. Pictures should be hunted up in the geography, in the dictionary and in magazines of foreign sights and peoples.

Meanwhile our children have learned to love song-stories, beginning with mother's lullabies. They have sung the national airs. They may be taught a few songs of other nations. A few strange words from another tongue will amuse and start new trains of thought.

CHAPTER XXI

BOOKS

OTHER nations have heroes. Who are they? Visit the public library, good parents. Help to establish for the children of your town a good school, and a good Sunday School library.

Start a child's library at home preparing a special corner for it on a shelf or in the big bookcase. Suggest keeping a catalogue. Interest your child in the authors of his books. Get a book-plate for him if you can, or at least carefully inscribe the owner's name and the date to show when the book entered this home library.

Create and foster a pride in securing the best books. Thus you may build up the concept of good literature little by little. Do not shoot over the children's heads, however, yet keep raising their standards, year by year.

Some claim that there is no time to waste upon strictly children's books, but I think children's story books are needed for a few years, though possibly not with exceptionally bright children who take to classics like Hiawatha at six and seven years of age, and are ready for Shakespeare at ten, or at least Charles Lamb's tales of Shakespeare. Longfellow's "Bell of Atri"

and "The Village Blacksmith" appeal to young children. Do not omit Field and Stevenson.

Exclude wishy-washy, sentimental stories of unnatural children. Include stories of adventure, even of war, as "The Boys of 76," stories of inventions, of travel, of discovery in the second period.

Poetry has its charm for many children when it has good rhyme and rhythm. Let merry verses start happy thoughts, and be sure to sing joyful songs, and have a few of our choicest hymns memorized early.

Hunt for a poem for each season, and one for a few favorite flowers. Do not forget the stars and the moon.

"Lady Moon, lady moon
Where are you sailing?
Over the sea.
Lady Moon, lady moon
Whom are you loving?
All that love me."

Begin, perhaps, with "Twinkle, twinkle little star," but rise to "The heavens declare the glory of God and the firmament showeth His handiwork," when the time is ripe for the Psalms of David.

Occasionally introduce both in story and song, the pathetic note and also the humorous, for contrast is needed in life; sunshine and shadow must needs chase each other, even clouds and sunsets are beautiful, and we smile through our tears.

There are several fine collections of both prose and poetry for children. Whittier's Childlife in Prose and Poetry is a notable collection.

Bible stories, Bible heroes, I have not forgotten. They are not, with few exceptions, suitable for the first period.

"Children should not approach the Bible too lightly," says a great thinker. "It is not a juvenile book." A few of its great stories should be told over and over to the little ones. Mere glimpses of others; for most Bible stories will mean much more from eight to twelve years of age.

Edward Porter St. John has prepared a valuable little book on Stories and Story-telling in Moral and Religious Education.

Dr. Adler, in "Moral Instruction," has outlined Bible stories by grades, showing which are best suited to the advancing intelligence. The best Sunday School courses are now graded.

The Story of the Bible as a whole should be reached in early adolescence, and its thread of continuity followed. Its histories, its biographies, its poems, its letters, should be read separately, and their relations to each other explained.

Examples in life and in story and in Bible history must be reinforced by *precept*.

There comes an age when maxims, precepts, proverbs, texts should be memorized. Seek them in different languages. They represent concentrated experience.

Some one has said "Right and wrong must be labeled for the child." This is undoubtedly true. Memorize the "Thou shalt nots" of the Ten Commandments, dwelling on the positive commandment with promise, "Honor thy father and thy mother."

After seven years of age is early enough to begin such memorizing. From eight to twelve, as we have already noted, is the great period for drill and memorizing. Many of the proverbs, many of the great songs and poems of the Bible should be fastened in the memory during these years. Begin with the grandeur that awakens awe and reverence:—

"The heavens declare the glory of God," "Remember now thy Creator in the days of thy youth," "O come, let us sing unto the Lord," "The Lord is my Shepherd," "The Sermon on the Mount," "Though I speak with the tongues of men and of angels and have not love," "Behold a sower went forth to sow," "A certain man had two sons," "Even so the tongue is a little member," "A soft answer turneth away wrath," "The Song of Mary," "The Angels' Song," "And he showed me a pure river of water of life," indicate some of the choice chapters that should be learned by heart. Such passages will rouse the young soul approaching adolescence, and indeed, through adolescence and through life, to the loftiest ideals the mind has conceived in conduct and in worship.

CHAPTER XXII

THE BEGINNING OF RELIGIOUS TRAINING

BUT how does religious training *begin?* is a question we must now try to answer.

Find comfort in the words of Froebel, "The unconsciousness of the child is rest in God."

We agree with Dr. G. Stanley Hall, who says, "Religious training begins in the cradle with Mother's pats, caresses, hugs!" What a precious thought that mother's face and voice and hand may carry love and religion to the child!

Froebel speaks of holding the two little hands together long before the child can pray in words, in order to quiet and soothe, and foster "an inner collectedness."

The clinging of the child to mother develops trust and gratitude, a sense of dependence. The less the mother is to her child, the less will God be, for she stands in God's stead to her child. "If ye love not your brother whom ye have seen, how can ye love God whom ye have not seen?" Father's strength and providing care prepare the way for the Lord's prayer.

As we have already intimated, the wise physical care of the child's body may start the uplift of his soul! How fortunate the child whose own mother attends mainly to his daily bath and

to his intimate physical needs! Mothers who believe that these things are more than physical in their meanings find in the thought the encouragement they so much need. The mother's duties and cares, who can number? But they have their reward.

In the instinctive song and play of mothers Froebel has traced the beginnings of religious training. In his Mother Play and Song he shows how all unconsciously the mother leads the child to what is beyond what he sees in nature. The wind has its lessons of the unseen, as has the light!

The little one watches the flying birds. Up, up into the sky, they go, but back, mother tells, they come to care for the wee birdies in the nest. Mother talks and sings of sun and moon and stars, as together with baby she looks out of the window. Baby tries to catch the light bird as it dances on the water or the wall; he laughs and runs to hold the pretty colors reflected from the sun, but they are gone.

Froebel advises the mother to train baby's five senses with real things of sight and touch, taste and smell, but also to play with shadows on the wall. There is mystery in them—the shadows.

Mother must note the moment when the little one loves to watch for her face. She plays "hide and seek" that baby may by contrast feel more keenly the joy of seeing her face return. She notes his growing interest in the word of praise, and uses it to encourage good conduct, for even the passer-by loves to see a good-natured child at the window. No one

will want to stay with an ill-natured child or invite him to ride or to walk.

These thoughts are embodied in the "Songs of the Knights," so well known to the German child in his day.

As the child begins to run about, father or mother leads him where he can see busy men at work in the garden, in the field, in the shop and in the market. They recognize that the child's instinctive love of nature and of work both indicate a religious need. Man made in the image of God must work, must exercise his own creative power, Froebel claims.

> "Head, you may think;
> Heart, you must feel;
> But hand, you shall work always!"

So the child is led to delight not only in nature, but also in the carpenter, in the blacksmith, in the farmer. He at first is satisfied to "play" their movements, to make believe to hammer and to saw, but the day comes when he wants the real tools! By the imitative play, little hands gain strength to wield the tools of the workshop or the garden.

Froebel urges that every boy and girl spend at least an hour daily in manual work that transforms materials into useful and into beautiful things. Hence the occupations of the kindergarten include such work as little hands can do and pave the way to industry.

Of all these very interesting kindergarten occupations, I have found in an extended experience that (1) building with blocks,

(2) digging in sand, (3) molding in clay, (4) cutting, (5) pasting, (6) free drawing and coloring, are best for children under six years of age. These are the occupations now used in our best kindergartens.

Folding, sewing, weaving and other work leading to industrial pursuits must soon follow, all being outgrowths of Froebel's suggestions long before manual and industrial work had entered our schools. Froebel learned much from mothers and fathers as he watched them guide their children to work in the home and supplemented all he saw by his own inventive genius. No writer on education has had a firmer grasp upon a genuine educational uplift.

Froebel is a deeply religious writer. Let me close this chapter, all too short to treat so great a theme, with a quotation from one of his letters to a friend:

"I would educate human beings who, with their feet stand rooted in God's earth, in nature; whose heads reach even into heaven, and there behold truth; in whose hearts are united both earth and heaven, the varied life of earth and nature, and the glory and peace of heaven, God's earth and God's heaven."

PART III

BAD BOYS AND GIRLS

By

Hon. Ben B. Lindsey

CHAPTER XXIII

SYMPATHY AND UNDERSTANDING

IT has been well said by one of our great philosophers that the greatest of all arts is the art of training a child in the right direction.

Parents who fail to properly comprehend their duty towards their children are storing up for themselves and their children a vast amount of trouble for the future. It can be readily seen, therefore, that we must first make the right start, and this means that we should have a proper understanding of the child, or I should say a feeling of sympathy.

The greatest tie between human beings is sympathy, for this is the beginning of understanding. Father and son, mother and daughter will remain strangers in spite of the closeness of their relation unless there is sympathy between them. This does not imply similarity of tastes. It does not mean that they shall necessarily like the same things, and still less, that they shall seek to impose their likes and dislikes on each other. It means that they shall have enough imagination to understand that avocations and amusements repugnant to them may have attractions to someone else, and they shall not only tolerate, but cheerfully acquiesce in allowing the party of the second part to

go his own way, providing it is not actually harmful to him.

In my opinion, the best way to reform a boy waywardly disposed is first to *understand* him. You have got to get inside of him and see things through his eyes, understand his motives, have sympathy and patience with his faults, just as far as you can, remembering that more can be accomplished through love than by any other method. But I would not have you misunderstand me. It has been well said that "love without justice is sentiment and weakness." We must be just. There is no justice without love, and yet we can judge in the light of both forgetting not firmness and the right of others. We cannot be just without the exercise of patience and a plentiful supply of those higher qualities of the soul which must be brought to bear if we are to call out the noblest impulses and the highest and most energetic forces of a child.

Sometimes I think there is danger of forgetting that idleness is a serious evil. The boy or girl who is never held to a strict accountability for duties is missing one of the most necessary lessons in life and laying up trouble for the future. Every man who employs a great many people knows that it is easy to find mere clerks, but very difficult to find men and women who have initiative and conscious power to undertake and discharge grave responsibilities. They are afraid to trust themselves, never having learned self-reliance in the only effective way, by work undertaken and successfully performed.

JUDGE LINDSEY IN THE JUVENILE COURT, DENVER, COLORADO

Even if it is twice as much work to show the boy or girl how to do certain things and oversee them as it would be to do it oneself, the mother who cares for the development of her child's character will find it pays. It is the idle child and the child who thinks of nothing but his own amusement that gets into trouble. Copy book maxims are out of fashion, but the fact remains that Satan still continues to find work for idle hands to do, even if that warning proverb has been eliminated from the modern curriculum. Children like to help, they like to feel that they are of value and importance, and there is nothing that will do more to make them efficient and conscientious citizens than giving them habits of industry, and the realization that they also have their place to fill in their little world, which is a part of the big world of the grown-ups.

I am often asked this question: What starts girls on downward careers and boys on criminal careers? And how should we treat them?

No hard and fast set of rules can be laid down for the correction of bad boys and girls. I have never claimed that the juvenile court is a cure-all. But what we have accomplished in this court has come through a better understanding of the child, his environment, and those things that concern his welfare. I receive a great many letters, asking for advice on this subject. I wish I could answer them all, but no two children are alike, and each individual child must be dealt with according to his needs. I want to emphasize one point—that the

child is moral just in so far as he is strong, just in so far as his character is developed. Character comes through conscience —and conscience comes through the development of the human heart, and until we reach the heart of the child, until we teach him to do right because it is right—and not because he will get in jail—we are not going to have a morally strong boy. I have reached the conclusion that it is a mistake for a mother or a teacher to say to the child: "If you do that, the police will get you; you will get in jail; I will turn you over to the police." You are more than likely storing up possibilities of a criminal when you do that; you are basing all your teachings upon fear and are teaching that boy in innumerable instances that vile lesson—you see it in the business and commercial world—"Steal all you can, cheat all you can, so long as you don't get caught." Avoid that in your teaching of children. Of course, it is important to hold up the consequences of evil-doing, but too often the child in his tender, undeveloped mind understands, and makes his motive to avoid punishment, and that is not the right motive for righteous conduct.

CHAPTER XXIV

ATTITUDE OF PARENTS

WAYWARD children are very often the victims of incompetent parents. Careless and incompetent parents are by no means confined to the poor. In fact, in my experience, the most blameworthy of such parents are among the so-called business men and prominent citizens.

They seem to think their duty is ended when they have debauched the boy with luxury and the free use of money. They permit him to fill his life with a round of pleasure, and let him satiate his appetite without knowing what he is doing or whither he is drifting. They are too busy to become his chum or companion, and so he soon develops a secret and private life which is often filled with corruption, and because of his standing or influence and money, he may be kept out of the courts or the jails, but nevertheless is eventually added to society as a more dangerous citizen than many men who have been subjected to both. A captain of police in a large city some time ago said to me that he had investigated in six weeks twenty-four cases of embezzlement by young men in business houses, but because they were of good families and the father had settled, no prosecution was had. A financially well-to-do father once said to

me that he was too busy to look after his boys, to be companionable or take an interest in them. We have no more dangerous citizens than such men. This is too often the case. In the end, I believe such a man would profit more by less business and better boys. This man was rearing a son who would lead a profligate life, squandering the money he had accumulated, because of too much "business" to look after the boy. The idleness, ease and corruption wrought in society generally by such boys and young men, and so the consequent suffering and misery, are infinitely more inexcusable, more general, far reaching and dangerous than that wrought by average thieves and burglars, or the class of boys who are degenerated by opposite conditions, such as lack of nourishment and sufficient money to enjoy any of the common pleasures of life. Our most dangerous citizens are by no means confined to those who are or have been in prison.

Lack of companionship is, in a great many cases, the cause of delinquencies of children. This condition is generally found among that class of really respectable and industrious parents who mean well, who are firm, or rather stern, and too often cross and grouchy, without sympathy or companionship for their children. They never allow them any money to spend, and deny them things that other children have. In other homes there is nagging and constant fault-finding, never seeing any good in the boy and unintentionally but positively stultifying the good that is in him, and bringing out all the evil of which he is

capable. There is the impatient, selfish, angered or brutal parent on the one hand, and the weak, vacillating, lenient parent on the other, and between these extremes many a boy goes down.

There is another false attitude of parents that has to do with what we call the psychology of the case. It is emphasized in that type of mother who frequently seeks to avoid responsibility for her boy or girl, but really is trying to defend herself.

In the presence of her own child she will put up this kind of a defense: "Fred never would have gotten into that trouble if it hadn't been for that Tommy So-and-So," and then follows a long tirade against Master Tommy, who is the real culprit, while Master Fred beams his approval upon his defending Mamma.

We are not oblivious to the importance of counseling children to avoid evil companions, but in cases of this kind, that constantly happen in the home and school, do parents stop to consider the effect of this sort of suggestiveness?

It is all right to protect your boy or girl from injustice, but it is a great mistake to assume that they are incapable of doing wrong.

Many parents think more of their own pride than they do of the morals of their children. In order to avoid the mortification of unpleasant disclosures concerning their children, I have known parents to be willing to have the truth suppressed. There is no attitude more calculated to make a deceitful, lying child.

It is much better that parents should face the truth bravely and acknowledge the faults of their children and even suffer the pains of public knowledge than to postpone the evil day that will surely come when such a child has hopelessly disgraced both his parents and himself.

This false attitude of many parents instills fear in the soul of the child. If you would get the truth from a child, know how to lift fear from his soul. Fear is the father of lies. Sympathy is the mother of truth.

PART IV

THE CHILD'S MIND AND BODY

CHAPTER XXV

PSYCHOLOGY: WHAT IT IS, AND ITS IMPORTANCE

THE Intellectual, Moral and Spiritual Development of the Child is the problem of this age and the hope for the future. The child is the most precious material given man to work with, and the parent or educator who gives his best service to aid the child in its intellectual, moral and spiritual development has done a work pre-eminently divine. The parent is the person from whom most is expected in this development, and he who can make the home a place where lessons of obedience, reverence and love are taught, who can be instrumental in producing a spiritual atmosphere which will sharpen the intellect, strengthen the morals and aid the child in seeing clearly its duty toward its neighbor and its Maker, has done an inestimable service to his fellow man and to his God.

The word psychology, derived from the Greek words psyche, breath, life, soul, and logia; account, from legein to say, is defined as the science of the powers and functions of the soul; the science of living things; the science of the mind considered for the sake of mental facts and processes alone and apart from their values or consequences. In the study of the child mind, it seems most practicable to consider the term, psychology, to

denote the science of the mind considered for the sake of mental facts and processes in connection with their values and consequences.

We have been comparatively slow in appreciating the practical value of psychology, and are just beginning to realize of what practical value it is when we apply it to problems of temperance, of custom, of law, of medicine, of trade, of the development of mankind. Many a man who has been designated a hopeless drunkard has been saved through an actual understanding of the workings of his particular mind and its needs. In the field of medicine, men who have been a burden even to themselves have been restored by a careful study of their mental condition. The jury weighs the mental condition of the criminal most carefully before rendering its decision. The educator is beginning to realize that to get the best results, he must study the attention and interest of the school child, must study its imagination, its memory, its fatigue, its curiosity, its play.

Public and parent have been slow to recognize the importance of psychological studies to the life of the mill, the shop and the home, with the result that we see on all sides wrecks of humanity who could have been developed into useful beings had they been understood and aided according to their needs. The visitor to London is impressed by the terrible appearance and condition of a procession of men to be seen every night on the Strand. They walk along the edge of the sidewalk with their eyes fixed upon the gutter and eagerly pounce upon a

chance cigar or cigarette stump. The visitor will probably see some of the faces later in his dreams—faces which seem to denote a willingness to strike him on the head at the first opportunity and relieve him of any superfluous money, perhaps even of his life. One looks for the cause of all these ruined lives and sees the street thronged with girls and boys. Many of the boys will approach the American who seems particularly susceptible, with obscene cards and photographs, and the girls will perhaps greet him with "Come 'ere Yank." We have the same conditions in our country, and they are due primarily to the fact that our children are not being cared for according to the wishes of an Almighty Father. London may be an extreme example, and the men and children observed may be extreme instances, but they go to show what may be the fate of a child who is not understood and cared for.

Every child has a handle by which it can be turned to the good, and it is the duty of every parent to take a firmer and more persistent grasp upon this handle than he has done in the past.

CHAPTER XXVI

EARLY INFANCY

THE casual and perhaps critical observer of the child at birth will not give it credit for being particularly prepossessing in appearance, but he will be impressed by the manner in which the child perhaps sends forth blood to every part of its being with a howl. The child mind is not a blank at birth, and all its efforts during the first three months of existence are directed toward the goal of self preservation. Not all of the faculties and senses of the normal child are developed at birth. Hearing in many cases comes after a period of a few days, and the tendency to notice things after a period of perhaps three months.

In the meantime it may gain the reputation of being a "cross" child simply because it uses in a telling manner the only means given to it to convey its needs. Let every adult appreciate the fact that the child is passing through a precarious period in its life, and if we, in our mature years, had to suffer the same needs and pangs we should give vent to our displeasure in a far more objectionable form.

Soon the child begins to notice things and to show evidence of pleasure, although in a milder form than displeasure or

rather discomfort has been and still is shown. Perhaps a smile will find its way across the youthful countenance without the barbaric custom of tickling its feet; perhaps the child will make a voluntary movement toward an object which pleases it. Perhaps it will give vent to a chuckle which plainly denotes self satisfaction.

The child in many ways in its early life, as does its father all too frequently, resembles the animal. The resemblances of the child are innocent, but the animal tendencies of man are generally thought of as being detrimental to himself, his child and society at large when they are not brought to a wise control.

The movements of the animal, like those of the child, seem to be directed toward the goal of self preservation. The animal, however, in its youth far outstrips the child in activity, and a great many animals are almost capable of self support at birth. Evolution tells us that man developed along physical lines until he felt that his body was good enough and then turned to his psychical development, and has gone steadily onward, with the result that the widest difference between man and other animals is a psychical one.

In the animal kingdom we see that the members which seem almost mature at birth perform in the entire course of their lives only purely mechanical movements, and the greater the period of infancy, the greater their intelligence. Animals, such as the squirrel, the cat, the dog, are capable of being educated to a certain degree. Every owner of a good dog loves him, and

swears that the dog knows more than he does. The Russian Ambassador at Washington says his dog understands Russian and English. The animals capable of being educated, if it be only to a certain degree, enjoy a comparatively extended period of infancy.

By drawing a parallel case to that of the animal, we readily see that infancy and length of infancy play a vital part in the development of the child's mind. Many men undergo a period of infancy of a score of years. Dickens was said to have been an immortal child, and if he may be taken as a criterion, lengthened infancy surely reaps its rewards.

Finally, an extended period of infancy creates maternal affection, which is more lasting in man than in the animal. History tells us that an extended period of infancy in the child produced maternal affection, recognition of the duties of the husband, the clan and society, which influence to a great extent morality.

CHAPTER XXVII

LATER INFANCY

THE child may have an uphill fight to win popular favor to which it is quite indifferent during the first few months of its life, but its motto is: Ever upward. A little hair, a little weight, a few little teeth acquired after a siege of torture; a little smile, a little stronger evidence of affection, and we have an improved being in the eyes of the uninterested spectator and the finest young gentleman or lady in the world in the eyes of the parent.

At the age of eighteen months, or possibly within a year, the child has learned to talk, to some extent, and surely has learned to move and move rapidly. The definite purpose is still apparent and directs all its movements, some of which are as commendable as the one for self preservation, others of which are not. The purpose which urges the child to pound the keys of the piano with a hammer or which imbues it with a spirit which tells it that all wastepaper baskets were made for turning over is hardly commendable, yet it is most interesting to observe, when one does not own the piano or is not responsible for the general appearance of the arena containing the waste baskets.

The child is extremely interesting at this age. Not long ago the writer was summoned to the telephone and listened to the

following conversation: "How do, How do, How do, Goot Bye." The term of parting was uttered in a tone which would seem to carry to the metropolis, one hundred and thirty miles distant, yet it was the grand finale to a most enlightening conversation on the part of a child of eighteen months. Many of the child's later characteristics and perhaps eccentricities are in a small way made manifest in its early youth. Addison says he threw away his rattle when he was three months old and that, he says, was a symptom of his later serious-mindedness. Children, by the time they are eighteen months old, have pronounced whims and attachments, are very erratic, and their minds, when they are not asleep, work like trip hammers. All these aspects serve to make them interesting, laughable and lovable. One little fellow takes a small leather suit case to bed with him every night and appears with it at breakfast every morning. One night on retiring he placed the suit case on the crib near the foot and then placed his tow-head on the case and his chubby legs in the air. The result was that in an instant he took a header over the foot of the crib, but with the proverbial infantile luck, he was unhurt. Did this dim his ardor for that dearly beloved piece of yellow leather? Not a whit. Next morning he appeared at breakfast, clutching it more tightly than before. Another little boy hurried to his sister just as soon as his parents had left the house for a visit, and said, "Let's swear now, Helen, darn it, darn it, darn it." At this age children like to be noticed, crave association and love to imitate.

They imitate all sorts of noises, such as those made by chickens, horses and trains, they imitate various moving bodies and particularly their playmates. Some of the actions they perform at the early age of two years may seem to forebode evil, but we should console ourselves with the fact that children are plastic and can be made instruments for good, by their homes, their associates and their general environment.

Children wish to know much and are not to be put aside with any quibbling in the form of an answer. Boswell recognized the ability of a child to propound questions when he asked the eminent Dr. Samuel Johnson what he would do if he were locked in a tower with a baby.

The child is highly imaginative, and its imagination seems to carry it to flights which we only approach in our dreams. Children love to live in a world of make believe, and the cause of truth and knowledge is misused when it is made an instrument to deprive a child of its imagination. The imagination of children should be stimulated by healthful methods, as this world at present greatly needs and will continue to need a development of its imaginative and poetic side. Children give us their honest opinions of things. They praise what is good to their eyes and condemn what is not. They differ from man, who praises what it is policy for him to praise. The American touring Europe is apt to rave over a painting, not because he knows anything about it, but because it bears the name of a famous artist, and he therefore is morally obliged to tell every-

one within a radius of a hundred yards how much he knows. The child laughs over a picture of a cat or a runaway donkey because it sincerely appreciates the picture. A gentleman who performs a few aerial gyrations and lands in the gutter is laughed at most heartily by the child, be he the ash man or the financial king of America. Children estimate things at their intrinsic worth, and their judgment, though immature, is very often instinctively or intuitively correct.

A child does not appreciate social restraints, and the street gamin is often more attractive to it than the prig with whom it must play. A child may show no sign of fear for an object that is really dangerous, and yet fear many things which are mere fancies. The mother who forgets that her child at an early age is possessed of a sense of right and wrong, and tells it that goblins, bogy men and tramps will get it for its disobeying her, is doing herself and her child an almost criminal injustice. A child, above everything else, loves with its whole heart. A father and mother are the best people in all the world to a child, irrespective of the opinions of others. Tolstoi once said, "Could I but get a glimpse of my mother's smile, I should forget all the troubles of this life." Francis Thompson says, "To be a child is to have a spirit streaming from the waters of baptism, to believe in loveliness, to believe in belief; it is; To see a world in a grain of sand and a heaven in a wild flower; Hold infinity in the palm of your hand, And eternity in an hour."

CHAPTER XXVIII

INHERITANCE

TOO often in our efforts to develop the child mind along certain lines and to restrain it along others, we lose sight of or are totally ignorant of the equipment left it by inheritance. It may inherit brilliant tendencies or vicious tendencies. It is the particular province of child psychology to aid in understanding these tendencies thoroughly and to find the best means for stimulating the former and restraining the latter.

Children inherit human instincts or natural impulses which, while not apparent at an early age, develop as the mind or intellect develops. They inherit mental faculties. This is seen very frequently in the case of twins, who, in spite of the fact that they are surrounded by the same conditions, show intelligence along far different lines. The fact that man inherits mental faculties is shown, too, in contrasting him with the animal. Truly, the animal is capable of being educated to a certain degree, but given an extended period of infancy and the same environment, the animal could never reach a similar mental condition as man. Nature has provided for the animal bountifully, but she has not endued it with mental faculties to any marked

degree. The child may inherit a taste for music, painting, drawing, all of which should be stimulated in a wise manner.

At puberty the child inherits the greatest of all instincts, a sex instinct. Much has been written upon the subject, yet very frequently a lack of knowledge concerning this instinct has been the cause of the ruin and premature death of many who could have been saved. At this period, the child changes physically and mentally, and very often we see striking inconsistencies in its moral attitude toward the world at large and itself in particular. Perhaps the boy will steal, run away from home or school, or do something still worse if he is not aided in his development during this crucial period. The youth needs help at this period as never before, and the parents who permit their boys or girls to fight out their own battles in total ignorance are indirectly if not directly criminally responsible for many an awful deed and an enormous amount of misery in this world. This is an instinct which *must* be recognized by parents and educators.

CHAPTER XXIX

DEVELOPMENT

EDUCATION is defined as a drawing out of the natural powers of the mind, a wise control and direction of hereditary or animal tendencies. The child is educated solely by its environment and society. Christ was surrounded by a spiritual atmosphere as a youth, and is an example of the possibilities of environment. Society develops the child and the individual by *suggestion, sympathy, imitation.* Suggestion means communicating established beliefs. Imitation means directing the bodily movements to which our instinct leads us, according to the pattern set by another. Sympathy means to experience in face of the same object the same impulses which are shown by others. The man or woman who possesses these qualities in their true meaning can be of inestimable value to the child during the early and later periods of its development.

The senses are the means by which the mind is fed, and must be carefully trained. The ear must hear music, voices, language; must learn to distinguish between the tone of voice which foretells good and the one which forebodes evil. The eyes must see objects far and near and learn to discriminate.

Children are at first lost in the intricacies of a language and

are often overthrown by taking the meaning of a term too literally or by the ambiguity of a term. As the German who in writing to an American addressed him as "My Expensive Mr. Strong," was defeated in his purpose by the several meanings of the word "teuer," so is the child, later the boy, and still later the man brought to disappointment through ambiguity of our language. A child learns much in its first six years, and the parent, without striving to produce a prodigy, should help it to a desire for knowledge by careful and not oppressive inspiration. Do not overtax, but by all means cultivate, a child's memory. Memory is all a matter of training, and childhood is the supreme time for developing it. Memory in this practical age is becoming like the appendix, it is becoming a faculty which is not used or for which no use is found. More memory, with the concentration and attention given to its cultivation, will perform the signal service of removing a great many of the real or imaginary neurasthenics of our time. Play is a great educator and must be encouraged in the development of the child, but not to an extent where it would leave the fixed impression that all the world is a holiday.

A child must learn restraints which may perhaps at the start seem strange; it must learn to co-operate; it should be encouraged where encouragement is due. Teach it restraints and aim to rid it of evil impulses summarily, but do not overwhelm it with a series of "don'ts" which will eventually break its willpower or cause it to disregard all advice and restraint. Co-oper-

ation is the need of the age. Start with the child and rather than make it a selfish, autocratic creature, aim to teach it co-operation in its play. If it appreciates the value of co-operation as a child, it will do so as a man. When a child has done a good deed, encourage it, but do not hold out rewards for its accomplishment. The Boy Scout pledge which enjoins a Scout to do a kind act for his fellow man every day is highly commendable. Finally, there are no fast rules by which a man can be made moral. The parent should bear this constantly in mind and depend upon kindness, suggestion and sympathy, and not upon coercion in developing the child.

Just a word in reference to reading. The child will want to read, and it is important and necessary that it should do so. Give it books that will stimulate the imagination and awaken healthy desires, but not books that will give it false views of life. The diction must be simple, but we must not gain the impression that all the classics are beyond the intellectual attainment of children. Give them books which they will have to look up to rather than those that even the child can appreciate as being absurd. Again do not use coercion, but wise direction in reference to their reading, and by all means inspire them to read. One often sees a boy for whom one book would amply serve as a complete library. More reading in the child will produce more reading in the adult, and consequently a broader and more enlightened civilization.

The goal to be aimed at in the development of the child is

the hope that it will realize and appreciate the close relationship between mental, moral and physical health. The youth should be shown clearly the effects of evil habits and the rewards of righteous and clean living. As demonstrating the fruits of environment, there is the true story of the little Nova Scotian who wended his weary way to a preparatory school in New England. He spoke only a little English and said of the language, "I kinnt learn." On being shown the picture of an angel and asked whether he had ever seen one before, he replied: "Yes, we have them in our home." He had seen a railway train for the first time in his life when he came to the school, but even in his immaturity he realized, to a certain extent, at least, the blessings of a home in which a spiritual atmosphere prevails. If parents will aim as never before to surround the children in their homes with "angels" we shall soon have a better world. In doing this we shall meet with some disappointments, but we shall have done the simple, yet divine duty, which lay before us.

CHAPTER XXX

HEALTH

THE value of perfect health is inestimable; this is a statement so elementary that it will never be questioned by any one.

The object of placing that statement here, at the beginning of this chapter, is so that parents may recognize it as a basic principle. They have conferred life upon their children; now let them direct the early years of that life so the children may have the splendid equipment for their life-work, of a sound body, thoroughly under control.

Health is defined as "The state of being whole, sound, hale, in body, mind and soul."

A boy or girl, on the threshold of manhood or womanhood, who exemplifies in body that definition, is better fitted to battle with the world and its ways than by the possession of wealth in any amount. "Health is wealth" is trite, but true. So let parents give their children health, whether or not they can bestow wealth in the financial sense.

During the earliest years the mother's personal supervision naturally provides for all physical needs. With the waking of intelligence comes the need of self-knowledge, and even

while very young, a child may be impressed with reverence for the marvelous mechanism that is its body.

In addition to knowledge of its bodily functions, a child should be able to protect itself through acquaintance with the dangers which may be confronted. He should know that certain violations of the laws of hygiene are followed by certain penalties. He should know how to eat, how to breathe, how to keep each function in perfect condition, how to avoid contagion and thus be able to build up health and strength when it will be most valuable. It is not easy to replace a poor foundation after a house has been built, nor is it easy to secure perfect health with such a foundation as results from unnatural living during the years of childhood.

From the dawning of intelligence, teach cleanliness to your children. Explain why dirt and danger go hand in hand. To show this graphically a simple explanation of the skin and its uses should be given.

CHAPTER XXXI

THE SKIN AND THE BREATHING APPARATUS

THE skin is an important member of the family of organs that excrete, or throw off, impurities. With a small magnifying glass you can show the child the pores of the skin; little mouths that are constantly discharging useless matter filtered out of the blood. If waste matter is retained in the body, instead of being thrown off, poisoning results, so these busy little openings in the skin must be kept free and clean at all times. The children know that perspiration comes from the pores, but they should know, too, of the imperceptible perspiration exuded all the time, so they may remember that as the pores are constantly busy, a constant care must be exercised to keep them free and open.

It is unwise to terrify a small child with too much knowledge of germs, tiny enemies that may convey all sorts of diseases, but sufficient information should be given to impress the lesson of personal cleanliness. If, when you tell the story of germ life, you emphasize that disease germs are only dangerous when they locate a weak spot, and that pure water, sunshine and fresh air are nature's germicides, you will provide a strong incentive to build a strong body, without weak places for malignant germs

OUT-DOOR ROMPING—SUNSHINE AND WATER—BUILD HEALTH AND STRENGTH

to attack, and to make use of the natural preventives of infection.

Personal cleanliness means more than merely clean hands and face. By no means disparage the "shining morning face," but teach that the *whole body* must be clean, and encourage the morning bath, though some of the busy mother's precious time may apparently be wasted. As soon as the child is old enough, and this age is rather under five than over it, let the morning bath be self-administered. Encourage familiarity with water, and the earlier the child is familiarized with the tonic qualities of the cool or cold sponge bath, and quick, hard rub-down, the fewer will be the coughs and colds—and the early morning irritability, with lack of appetite at breakfast, will be totally unknown.

The warm bath, with soap, is essential, regardless of the frequency of cool baths. Daily "scrub" baths are not too frequent, and twice a week should be the very minimum.

Let the child realize that in addition to having a clean skin, the same self-protective reason exists for clean nails, clean teeth and well-brushed hair. Bathing regularly and often, with frequent attention to teeth and nails, becomes a habit. Instill it early so it will cling through life, preventing many an illness and aiding much in making our children the robust, rosy-cheeked pictures of health that we want them to be.

A child naturally breathes correctly, but it is astonishing how early bad habits in this respect may be contracted. Sitting in cramped positions, or sleeping "rolled up like a kitten," may

cause superficial breathing as well as mouth breathing, though the latter should arouse instant suspicion of adenoids, and a physician should make an examination without delay.

Tell your child some story to illustrate what happens when a muscle is not used; the Hindu "fakirs" who keep a limb in one position until the muscles wither or atrophy and the limb becomes powerless; the loss of strength in an arm that has been in "splints" during the knitting of a broken bone. Such illustrations convey the idea quite satisfactorily. Then show what the lungs are doing. How they supply oxygen to the blood and keep our internal fires burning. The lungs are masses of cellular tissue. They are wonderfully constructed with their enormous area for gathering the life-giving oxygen. But in order to purify the blood with oxygen, the lungs must have air, and they can't have too much of it. So *every* single lung-cell must receive its share. Unless breathing is deep and full, some cells are being robbed of their share, and these little cell-servants of the child surely merit the square deal of sufficient working material to enable them to perform their duties.

Tell of the winding cavities of the nose; how the air is warmed when it passes through the nose, and that *warm* air cannot irritate the delicate, sensitive tissue of the lungs. Show, too, that the nose acts as a sentinel, allowing good pure air to pass into the lungs, but stopping and straining out many of the dangerous germs. Also that it warns of danger through the sense of smell. Bad smells mean danger, and the zealous watchman

sends a danger signal to the brain that the air is foul and unfit to be breathed. When mouth breathing is practiced, cold air and germ-laden air is taken into the lungs in spite of the protective mechanism of the nose, and congestion or contagion may follow.

Have little cozy talks with the children along this line, and see that the impression is deep enough to remain before the subject is passed.

CHAPTER XXXII

EATING

THE child needs more to know *how* to eat than *what* to eat. Next in order of prominence should come, what *not* to eat. Parents should see to it that the food is simple, nourishing, and easy to digest. A few recent instances under observation would indicate that parents are not as careful as they might be about the quality of children's food. Don't expect a six-year-old to breakfast on ham and eggs, and don't consider it too much trouble to have something suitable for the little one prepared when heavy foods make up the adult breakfast. A short time ago I saw in a dining car, a boy of about seven, eat sausages and fried potatoes for breakfast, accompanied by a large cup of coffee. Happily for our future manhood, such an incident is more of a "horrible example" than an event likely to happen in the average home.

A little thought on the part of mothers will result in a wholesome diet, but the children must learn for themselves how to eat it.

From the time the child has its first mouthful of solid food teach it to masticate thoroughly every morsel that passes its lips. It is not an exaggeration to say that nine-tenths of the suffering

dyspeptics to be seen everywhere, would be unconscious of their stomachs, had this lesson been taught in childhood. Tell the children *why* food must be chewed and mixed with saliva, and then *see* that they do it. Remind them repeatedly, thousands of times if necessary, but keep at it until the *habit* of proper mastication is so firmly fixed that it will never be outgrown. One mother taught the lesson by making a meal-time game of it in which the children learned not only to masticate thoroughly, but quietly as well, and failure on either point carried with it a forfeit.

Show the children that the teeth are placed in the mouth to prepare food so the stomach can handle it. Show that the chewing and mixing with saliva is the first process of digestion; that the stomach has no teeth, and the stomach juices are not so constituted as to form a perfect substitute for the saliva. Show that imperfect digestion causes gases and poisons, and affects the health of the entire body.

Do not allow the children to get the habit of drinking water at meals, nor even much milk. The habit, once formed, is difficult to break, so don't permit it to be formed at all. Cold liquids delay digestion, and any liquids with meals are sure to be used to wash down food that otherwise would be masticated until in proper condition to be swallowed.

Eating between meals should, of course, be unthought of. Teach that the stomach must have rest time to dispose of food already in it and time to secrete the digestive juices. Eating

between meals upsets this natural order of things and is bound to cause trouble. The same argument against too frequent eating of any food covers the candy question. It is harmful not only because excess of sweet substances interferes with the work of both stomach and liver, but it causes the continuance of digestive processes when rest is required. So the lesson of what *not* to eat should begin with the subject of sweets, including pastry, and gradually extend until the child knows what foods are difficult to digest and has the habit firmly fixed of taking such foods not at all or very sparingly. Teach the necessity of drinking plenty of pure water between meals. That habit alone will almost assure regularity in excretions and eliminate all the ills and dangers resulting from irregularity in such matters.

CHAPTER XXXIII

FOES OF HEALTH

MOTHERS' organizations have been discussing the wisdom of teaching children about disease germs. The negative argument is principally that such knowledge makes the child afraid; the imagination fills the world with invisible horrors and such a condition may seriously affect the child's nervous system. Affirmatively, is asked, "You teach your child to avoid the fire, to protect itself from visible dangers, why not from these as well?"

It is simply a matter of *how* to tell the child what, for its own protection it needs to know, and how to avoid telling *more* than is needed. We know better than to lead a child to fear darkness, but we are right in encouraging caution to avoid stumbling over the furniture or encountering half-opened doors and projecting corners in the dark. So we may teach caution without causing fear.

The child's life should be happy; so the sins and evils of the world ought not to be dragged before it. Disease is usually the consequence of a transgression of some law of nature, and a child can and should be taught that the breaking of a law is followed by a penalty.

The simplest rules for avoiding disease are these:

Breathe pure air day and night.

Keep clean hands, face, body, teeth, nails and hair.

Work and play in the sunshine.

Eat simply and regularly with thorough mastication.

Exercise all the muscles so that each part of the body gets its full share of good rich blood.

Avoid people who suffer from disease, no matter what its character.

There are still some people who do not know that an ordinary cold is contagious. Keep the child away from such a sufferer, just as carefully as though the patient had grippe, pneumonia or smallpox.

Teach the child to avoid any other child who has a rash on the skin or who has watery eyes or whose nose requires constant use of a handkerchief. It is better to incur the displeasure of a playmate than to contract a disease.

Formerly it was thought that sooner or later a child must have chicken-pox, measles, mumps and perhaps even diphtheria and scarlet fever. Now we know these are unnecessary, and the precaution of teaching the child itself to recognize early symptoms will avoid contagion in many instances. Further, the child, whose whole body is a perfect human machine, will not so readily succumb to the attacks of such disease germs. Teach the danger of promiscuous expectoration; and the fact that tuberculosis could be wiped out in a short time if everybody ob-

served common sense precautions about spitting, regular habits, good food and fresh air.

It is well to show that filth is the cause of typhoid, and the danger of drinking impure water. Children in the country are apt to drink from any convenient spring or brook. Such waters may be polluted. Warn the little ones of the danger.

If children are educated to become natural enemies of flies, it will be well for future generations. You can illustrate clearly that flies carry contagion by explaining that germs cling to the hairy, sticky legs of the fly, and a fly may come directly from some quarantined sickroom and deposit death-dealing germs on the food before us. Flies are unnecessary; they are a menace to health. Each year the Boards of Health throughout the country issue bulletins telling of this danger, and how to eliminate it. These are helpful and, as issued by the local authorities, may carry more weight than even the parents' statement.

In this connection, it is well to emphasize the wisdom of teaching a child that, when sickness does come, his recovery depends largely on his own obedience to the doctor's instructions. There are mothers who *threaten* children with the doctor, so that when he and his "nasty medicine" are needed he must first overcome the terror the child feels. Teach the children that in sickness the doctor is their best friend, that he can better help them if he has their love and confidence, and especially that he wants to know all they can tell of their present condition, and even the unpleasant doses are given only through necessity, and

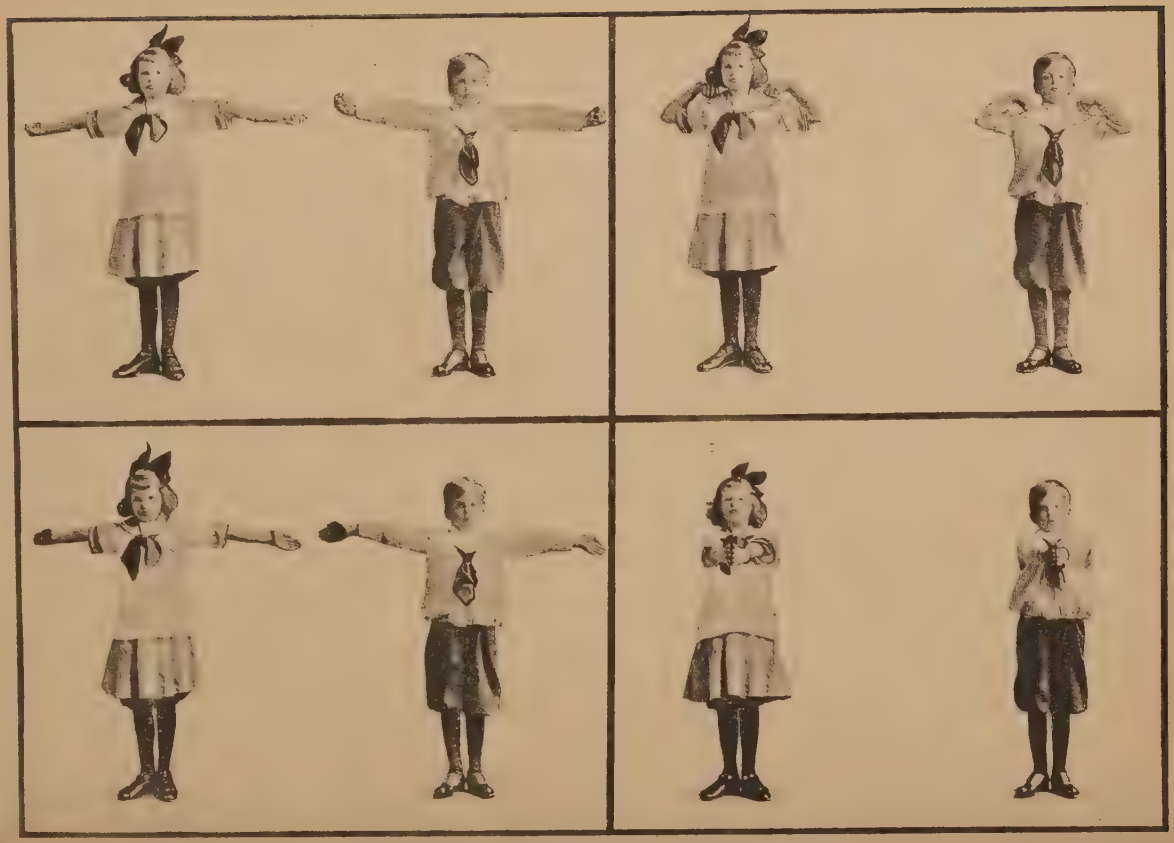
because of the good they will do. Very little trouble will be encountered in giving medicine if the child *trusts* the doctor, and if there is any hesitancy a little talk about bravery and the desire to get well quickly will overcome it.

CHAPTER XXXIV

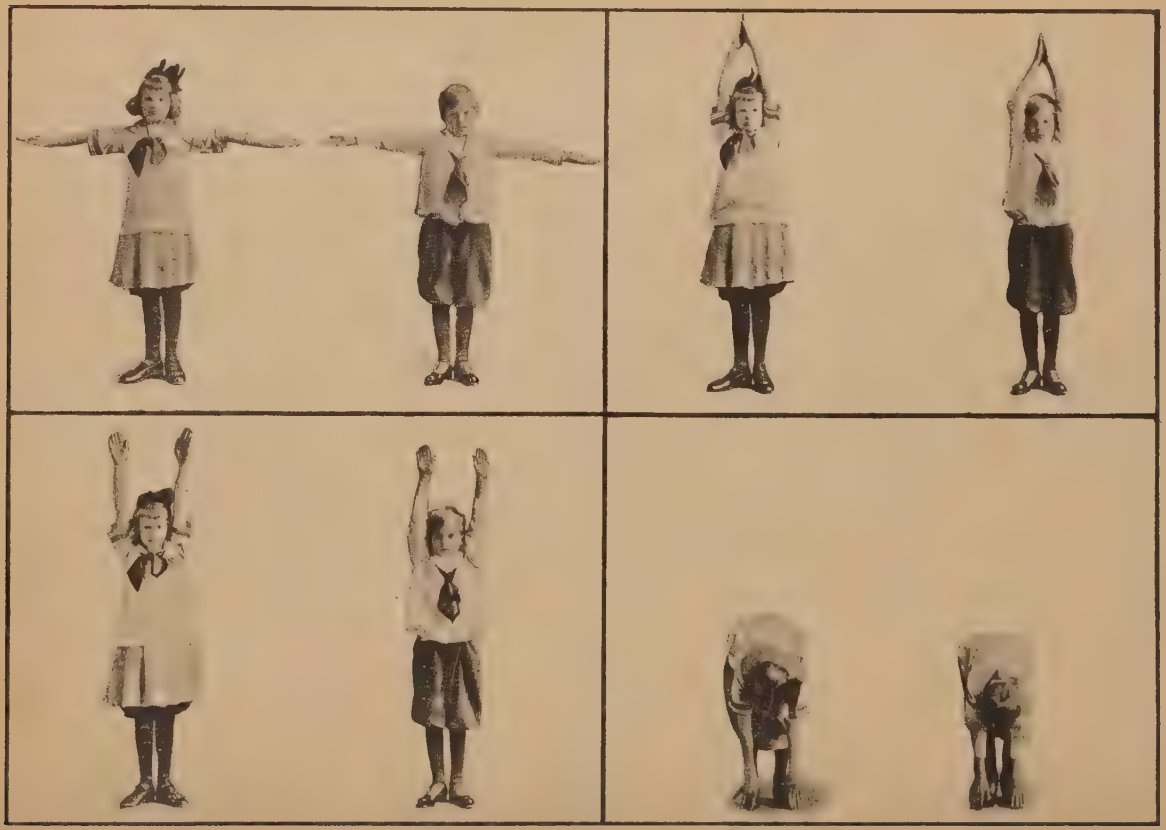
PLAY AND WORK—THEIR RELATION TO HEALTH

THE psychological aspects of play are discussed elsewhere in this book, but play has a physical aspect as well, which ought to receive thought and study from parents who are ambitious to make their boys and girls well and happy.

Play and ventilation should go together, if play must be indoors, but the outdoor plays are naturally more beneficial. In play, work, study, sleep, indeed, every hour of the child's life, the body's demand for pure air and enough of it should be granted. The kind of play that most influences the development of the body is, of course, a form of activity that exercises the muscles, quickens the circulation and causes deep breathing. The quieter plays indoors affect the mind more than the body, and the parent's principal duty is to see that such plays do not produce wrong habits of standing and sitting, or eye strain, a very present danger in many indoor games. The call of the out-of-doors is heard by every normal child, and there is something wrong with the youngster who prefers to mope in the house rather than join his playmates outside. Such a disposition requires investigation and prompt action once the trouble is located.



ILLUSTRATING EXERCISES 1 AND 2, PAGE 181



ILLUSTRATING EXERCISES 3 AND 4, PAGE 181

The first problem for parents as regards outdoor play is to decide whether the child's disposition is to play rightly or to play "too hard"—go to excesses that cause undue fatigue. The average child plays while it is enjoyable, and stops when tired, but other children must be repressed or their play will be too violent and long continued for their physical welfare. Study of the individual child will reveal the temperament and direct the measures to be employed.

The plays that require intermittent running and remaining quiet are always excellent. Hide and seek is the most familiar example. Plays of rivalry are good if not carried to the point of extreme nervous tension. The desire to *play* should be paramount, not the desire to *win*. That should come second.

A caution about breathing is advisable. Teach that mouth-breathing is always bad, but is especially to be avoided when playing out of doors, where dust carries disease germs and cold air may irritate the delicate throat passages. Give the children an early lesson of sufficient force to show the consequences of profuse perspiration and then a sudden chill.

By all means clothe your child that he may play to his heart's content without thought of his garments. Health and happiness are more important than fresh clothing. The desire to play in God's out-of-doors and to feel the touch of mother earth herself are natural instincts not to be repressed.

Play and work may each have an influence on the child's general health, and the up-building of a perfect body. In fact, it

is not easy to distinguish between them. Work that is done lovingly rather than in the spirit of duty is more truly play than work.

Children should be taught to work. Quite early little duties should be assigned, and all the teaching should be directed toward the aim of having the child *love* the work. Then work is pleasant and beneficial. Work for smaller children should be mental and manual, excluding neither. The manual labor must be light, but yet of a kind that will exercise muscles and develop strength.

Professor Kirkpatrick wrote that "Physiologically, work requires the use of the same parts of the body or brain in the same way for a considerable time, while play exercises many parts of the body in a variety of ways, and usually no one part for very long without change. In work the least available energy is often used and the activity is always directed, while in play parts having the most utilizable energy are freely active. For this reason work is much harder and more wearisome even when the amount of activity is less."

So from this viewpoint, work that is play should be best for the child. Mentally, the child delights in being useful and helpful, and if such light duties can be assigned as will encourage this feeling and at the same time afford some systematic, regular exercise, it is surely desirable.

The care of pets and of flowers is ideal work for the children. They will delight in it, and such work cannot overtax or injure

them in any way. Whether pets are inconvenient in the home or not, they should be tolerated for the child's sake, and the educational value of seeing things grow, as well as the labor that assists them to grow, makes the little garden or the window box a necessary part of the household equipment. If the child is held personally responsible for the welfare of its pets or flowers, and the parents assist it to remember the duties and insist upon their performance at the proper time, the work will be delightful and beneficial.

The matter of systematic exercise for children is not apt to be regarded seriously by mothers. They think that as the little bodies and limbs are active all the time, they get all needed exercise in play and work, and systematic repose and relaxation are more important than systematic exercise.

However, there is something to be said on the other side, and there are excellent reasons why simple exercises should be taught, and regularly practiced. Their first value is to assure the development of the body symmetrically. Round shoulders are common among school children, as are undeveloped chests, weakness in ankles and wrists. All of these may be corrected or what is better, prevented, by easy regular exercise at home.

Then there is the advantage of forming the habit of taking exercise, which will be most advantageous in after years.

The muscular movements will also tend to impress on the child's mind the necessary care of the body, and make him ambitious to have a perfectly developed, strong and healthy

physique. Of course such exercises must be light and should never be prolonged.

The exercises described below will be all that are necessary, and most children find them highly amusing, a point strongly in their favor.

1st. Stand erect, heels together, arms extended horizontally, fists clenched. Draw the fists up to the shoulders, exercising the biceps, of which boys are so proud.

2nd. Same position of feet. Arms extended front, palms together. Swing arms back as far as possible. Expand the chest.

3rd. Stand in same position with arms horizontal and palms up. Throw arms up until palms meet over the head.

4th. With hands above head, arms straight, bend at the waist until finger tips touch the floor. Do not bend the knees.

5th. Hands on hips. Swing body in a circle from the waist.

6th. Stand on tiptoes. Bend knees and lower the body until sitting on the heels. Back to position.

Emphasize that during exercise deep breathing must be practiced, and the air in the room must be pure. Stand before an open window if possible, and the clothing should be very light.

The immediate benefits of the methods recommended will be great, but even more important is the advantage of forming these healthful habits when the mind and body are plastic and the memory receptive.

Parents are building for the future, and these habits of sane

ILLUSTRATING EXERCISES 5 AND 6, PAGE 181

and healthy eating, drinking, breathing and exercise will continue to benefit through youth and adult life.

Correct physical training of the children we already have is just as useful as race culture by eugenics, and its results can be more immediately perceived.

There is possibly nothing printed here that is not already known to parents, but there are subjects here which do not gain from parents the attention they deserve. The object is to impress the need of such training, to start parents, first, to thinking about these matters, and then to *applying* the ideas in their own homes. So the treatment has been concise, covering only the most urgent matters. Practice of these will assuredly lead to still more consideration of the physical welfare of our children, and parents will more earnestly endeavor to give to their children the priceless heritage of a sound body, able to achieve any heights to which its tenants, the mind and soul, may aspire.

PART V

THE SOCIAL LIFE OF BOYS AND GIRLS

Chapters XXXV and XXXVI have been submitted to and approved by the Chief Scout executive of the Boy Scouts of America, Mr. James E. West.

Chapters XXXVII, XXXVIII and XXXIX have been approved by the National Headquarters of the Camp Fire Girls, to whom indebtedness is acknowledged for co-operation and material furnished.

CHAPTER XXXV

SOCIAL INFLUENCES

A CHILD is a social being. He must have companions. You cannot cage him like a canary bird, put bars around him like a squirrel in a cage, or keep him from evil by seclusion.

It is an established rule that one is judged by the company he keeps. However settled a boy's principles may be from the elevating influence of a refined home, there is great danger of losing them by the example of corrupt companions with whom he associates. The chameleon or the tree frog takes on the color of the object to which it clings or upon which it feeds. If it is found on growing corn, it is dark green, and if on the white oak, it has the color peculiar to that tree. And it is true with the boy. He usually resembles and becomes like those with whom he associates. Unconsciously, like a mirror, he reflects every image, and thus grows like them. If the companions are of the highest moral type, they will have an uplifting influence upon him. But if they are untidy in appearance, degrading, vicious and criminal in their habits, and disgusting in their conversation, the boy will become like

AN ENCAMPMENT OF BOY SCOUTS—FLAG RAISING

BOY SCOUTS SIGNALLING

them. And he is bound to have an unsavory reputation by his association with them.

Burbank, the plant wizard, believes that even a bad heredity can be overcome by proper environment, and makes this statement: "The functions of the brain in the child are far more sensitive for good or evil than the finest chronometer is to heat, cold, magnetism and a score of exterior influences." A child absorbs his environment, and is the most susceptible thing in the world to influence. How absolutely essential it is, then, to surround him with good companions. Association with good can only produce good: with the wicked, evil. The images of a boy's associates will soon appear in his own face and conduct.

This has been recognized by good people who have started various organizations in order that boys and girls may have as associates those whose lives and examples will influence their character aright.

It has been recognized, too, that boys require supervision—some wise person with age and experience to act as director or teacher. Organizations have been formed, but many have failed because they did not recognize the absolute necessity of having as a director, captain or leader a wise, discreet man of known character and ability.

The influence of a sympathetic teacher has been the making of many a man. Many of England's great and good men have acknowledged a debt that they can never pay to Dr. Arnold,

of Rugby, who was the pattern of Great Britain's youths. And in America, men of the type of Dr. Mark Hopkins, President Garfield's own preceptor, and his ideal of a sympathetic and thoughtful educator that is bound to influence the character of the young.

The Sunday School has proved a factor in many a life for its character-making efforts. The men whose lives have brightened and sweetened society, and who have succeeded in following in the footsteps of their Divine Maker, acknowledge their debt to a conscientious, faithful Sunday School teacher.

The Young Men's Christian Association is one of the greatest educational and social factors alive today. Many a young man who leaves the influences of a good home and comes to a great city with its pitfalls everywhere for the unwary and unsuspecting owes his moral safety to the social, religious and educational influences of the Y. M. C. A.

Then we have the boys' brigades, boys' clubs and various kindred organizations, all recognizing the necessity of companionship and comradeship as the necessary and principal factors in the making of a boy's character. And now we have, not to supplant but to supplement and enlarge the activities of all these, the Boy Scouts.

The Boy Scouts! Some may think of muskets and drills and training for military life, but that is a mistake. The Boy Scouts' organization is not a military school to teach the youth of shell, cannon and repeating guns, and to steady the aim for

the deadly rifle to take human life. It is a *life-saving* organization; it is a character-making association. Its success means not the supplanting of the weak by the strong, but the weak *made* strong; the weak protected by the strong. The only things that the Boy Scouts are taught to fight and kill are habits that blast and blur human character—dishonesty, disloyalty, selfishness, unkindness, rudeness, disobedience, surliness, spitefulness, wastefulness, cowardice, uncleanliness and irreverence. They are taught to make war upon these insidious enemies of character and success with all their strength and with the cooperation and help that one receives from social contact with the fellows that are engaged in the same warfare.

Any boy who has passed his twelfth birthday may be a Scout, be he rich or poor, Protestant, Catholic or Hebrew, of any and every race and color. If he passes the test and takes the oath, he is enrolled among the millions who call themselves Boy Scouts.

The Boy Scout not only promises, but he performs. He not only has the theory of right living, but he puts it into daily practice. He not only knows the right from the wrong, but he does the right.

The Scout recognizes his obligation to God and the sacredness of religion, be he Catholic, Protestant or Jew. He believes he should be taught things that pertain to religion, but that his religious life should be stimulated and fostered by the church with which he is connected.

SCOUT ENCAMPMENT: OUT-DOOR LIFE BUILDS VITALITY

A HIKE: SCOUTS LOVE THE OPEN

A boy must be twelve years old and must know the Scout law, the composition and history of the national flag, and the terms of respect due it.

Obedience to the Scout law will make him a good son, an honor and credit to his parents, a blessing to his neighbor, and a brave, loyal and good citizen. Here is the Scout law that the boy swears he will obey.

SCOUTS AT PLAY

CHAPTER XXXVI

THE BOY SCOUTS AND THEIR LAW

A *SCOUT is Trustworthy.* That is the foundation stone of character—honor, absolutely to be depended upon. His word is his bond; the type of boy sure to succeed; places open for him everywhere. The untrustworthy become the bums and the tramps. They are filling our jails and penitentiaries everywhere. It is worth a lot to a boy to be with boys who are all aiming to be trustworthy.

A Scout is Loyal. He is loyal to his parents, brothers and sisters. No one dares assail their name and reputation in his presence. He is loyal to his teachers, his scout leader, and he defends them against slander and disloyalty. He is loyal to his country and his God. He will never profane His holy name in oath or jest.

A Scout is Helpful. He is prepared at all times to save life. Some time ago in England a troop of Boy Scouts was the first to reach the scene of a railroad wreck. They rescued injured people from the wreckage that had caught fire; gave first-aid treatment, and carried them on improvised stretchers to neighboring houses. At the fire in Manila, Philippine Islands, Scout patrols arrived almost as soon as the fire engines,

and did heroic work in helping people to safety, doing police duty in maintaining fire lines and protecting property. At the great fire which devastated the city of Bangor, Maine, Scouts, at the request of the mayor, turned out in force and helped the police guard the household goods which had been piled along the streets in front of the burned houses. In the great flood and fire that brought so much misery to the homes and people of Dayton, Ohio, the Boy Scouts did heroic service. They performed invaluable services at the fiftieth anniversary of the Battle of Gettysburg, which was held at the scene of that historic struggle. Major General Leonard A. Wood, head of the United States Army, said of this service: "I should shout the work of the Scouts from the house tops."

A Scout must do one good turn to somebody every day, whether it is to an old person or cripple, helping him carry a burden, assisting him across the traffic-laden streets, or on a street car. He must help in the home. We know of a Scout who dries the dishes, while his sister, a Camp Fire Girl, washes them.

A Scout is Friendly. He has the kind of a face that invites friendliness and confidence. He knows that his face is the shop window of his soul, and reflects the thoughts that are in his mind, and you may know his thoughts are very pleasant when his smile beams upon you as you pass him on the street or on the road.

A Scout is Courteous. In these days of rush and crowd,

courtesy is a rare virtue. It is a great temptation to look out for number one, and to get the best places and the best seats, disregarding the old, crippled, and the gallantry that should ever be extended to the fair sex. And it is lacking in so many places where it should be found. In the stores we would expect it from the clerks who wait upon us, and how much it contributes to our satisfaction to receive it at their hands! At the railroad station it should be a characteristic of the officials of whom we have to ask information. In the hotel, on the part of the clerks, waiters and attendants. Courtesy is an asset that makes for the popularity of the hotel, and adds to the pleasure and comfort of its guests. Courtesy is a flower, and blooms in the garden of everyone who aims to be a true gentleman.

A Scout is Kind. Whenever a kind word needs to be spoken, he says it. When a kind act is called for, he does it. When the snow covers the ground, he sprinkles food for the birds. When the streets are icy, he puts ashes on them so that men and horses may not fall. Brave John Sobresky thought it murder to wantonly kill a bird. Speaking of one of his hunting trips, he says: "Sauntering leisurely along under tall elms, I heard a bird singing, and looking up I saw a wee bit of a bird perched upon a lofty limb singing very sweetly. Without a moment's thought, and without the slightest idea that I could hit so small a mark, I up and fired away. I saw some feathers fly, and the little songster came dropping down from branch to branch and fell at my feet. I stooped down and picked it

THE MESS TENT: SCOUTS HAVE COOKED AND SERVED THE MEAL

BRIDGE CONSTRUCTED BY BOY SCOUTS FROM MATERIALS AT HAND

up. It was a tiny, little thing, not much bigger than my thumb, of a yellowish-green color, as beautiful as it could be. Then, like a flash, the thought came to me, 'What a contemptible thing I have done! Here is one of God's beautiful creatures that had just as much right to exist as I, and its life, doubtless, was as sweet to it as mine is to me, and the very minute it was singing its heartfelt songs to make the world more pleasant and glorious, I had treacherously shot it to death.' I carefully buried it among the leaves, and then promised myself that I would never wantonly destroy life. I regard this the greatest crime I have ever committed." A Scout gives his word that he will not only not hurt or kill, but he will strive to save and protect all harmless life.

A Scout is Obedient. Obedience to law, parents and government, would bring nearly absolute happiness to our homes and hearts. It is the very foundation of success in every period of life and every trade and profession. General Havelock once hastily arose from his table and exclaimed: "I left my boy on London Bridge and told him to wait there until I came back." He hastened to the spot, and there the brave boy was, and had been for several hours. Such obedience was the groundwork of a noble character. There is room everywhere for obedient boys.

A Scout is Cheerful. He goes about with a smile and is welcomed everywhere. A gentleman in Minneapolis owned a business block which was completely gutted by fire. The

misfortune produced a melancholy which threatened his reason. His friends tried to cheer him, but nothing seemed to dispel his gloom. He was almost on the verge of suicide. He was away from home when the disaster occurred, and received the following letter from his seven-year-old daughter: "Dear Papa: I went down to see your store that was burned, and it looks very pretty, all covered with ice. Love and kisses, from Lillian." Dr. O. S. Marden tells the story in one of his character-making books, and he says that the father smiled as he read, and he, who had contemplated jumping from the railroad train, laughed aloud. The gloomy spell was broken by the sunshine of his little daughter's cheerfulness. How much brighter human lives would be, and how much happier our homes would appear, if we could only bring into them, and keep it there, the spirit of cheerfulness.

A Scout is Thrifty. He is not a spendthrift. He endeavors to save something every week. He has learned how to carry his money without its burning a hole in his pocket. He realizes that it isn't what a man makes that counts; it is what he saves. He knows that youth is the time to save and put by for the rainy day that will surely come. He saves because he wants to pay his own way and also desires to be of assistance to those whom he can help.

A Scout is Brave. A Scout is no craven, no coward. He will stand up before a crowd that is urging him to do wrong and tell them positively he will not do it because it is wrong.

He will face danger to save human life, and he will set his face like flint for the right against the coaxing of friends or the jeers of enemies.

A Scout is Clean. He keeps his body clean. Water is a very close acquaintance of his. He has his bath every morning immediately upon arising. He sees to it that his finger nails are not in mourning; that his clothes are not spotted at meal times; his shoes are shined and his clothes free from dust. He stands for clean speech. Nobody can tell an unclean joke in his presence, and he would not soil his lips by doing so himself. He is on the side of clean sports; no trickery or undue advantage. He travels in a clean crowd, and he helps at times to clean up his own city or town. The Boy Scouts, of New York, devoted several days to the cleaning of the city. In Toledo they proved helpful to the citizens' committee in bringing about sanitary conditions. In Syracuse and Rochester, the schools were closed one day while the Scouts carried on a campaign of cleanliness. In Portland, Ore., they cleaned up the back yards and vacant lots. A badge of merit is offered every Scout who cites the rules for the care of the teeth, the principles that should govern his eating, the effects of hot and cool baths, and also the effects of alcohol and tobacco on growing boys.

A Scout is Reverent. In church and Sunday School he is regular in attendance and dutiful and attentive in his bearing. He never uses the name of his Creator in jest, oath or story. He tactfully rebukes those who do so in his presence,

A SCOUT BUGLER

and he never makes light of the religious convictions of others.

The above, in brief, are the twelve cardinal principles for which the Boy Scouts stand. The moral benefits are certainly apparent. In addition, the boy is benefited physically. He learns the benefits of sunshine and fresh air. He goes for long "hikes" through woods and fields. He camps out, and studies the glorious lore of nature. As a result, he is brown, sturdy, poised and self-reliant, and while developing his body, has also cultivated that power of observation and thought which is best learned through an understanding of nature.

Is it any wonder that the mother who writes her story, entitled "The Boy Scouts and My Boy," in the Women's Home Companion, in rounding up what the organization accomplished for her boy—how his selfishness, shiftlessness, cowardice, and sometimes irreverence, began to disappear, and without fret or friction—closes her thrilling narration with these words: "I am not accountable for this marvelous betterment of my boy, but only the grimy and much fingered Scouts' Manual that has been compiled and written by men who were once boys themselves and understand, as no woman ever does or can, a boy's world. If custom permitted, I would take off my hat to them. As it does not, I say, Lord bless you, gentlemen."

CHAPTER XXXVII

A SOCIAL MOVEMENT FOR GIRLS

EVERY mother regards her daughter as more or less of a problem. What to do with the girl is now known to be just as grave a question as the older query—what to do with the boy.

A thoughtful mother is apt to see two paths, and no course between them. She can train her daughter to fit either of the two great economic classes—Consumer or Producer.

Society, in relation to girls, means, in the accepted sense, development into the "butterfly" of romantic fiction. The woman of social ambitions, a social climber, is naturally classified as a consumer. Parasite is a less agreeable word, but even more expressive. No right-thinking mother wants her daughter to answer Pope's description:

> "Then gay ideas crowd the vacant brain,
> While peers and dukes, and all their sweeping train,
> And garters, stars and coronets appear,
> And in soft sounds, 'Your Grace,' salutes their ear.
> 'Tis these that early taint the female soul,
> Instruct the eyes of young coquettes to roll.
> Teach infant cheeks a bidden blush to know,
> And little hearts to flutter at a Beau."

Vaguely the mother knows that the other course, the education into productiveness, is the better. But that, too, presents difficulties. There is so much embraced in that term "working girl." It may mean a life of drudgery; the disdain of acquaintances; the knocks encountered in contact with the world of work. Mothers are very fond, and they magnify such things. They are ambitious for their daughters; want them to have pleasanter lives than their own, and they hesitate to say that the girl must be prepared to make her own way.

Often parents overlook the fact that it is possible to make a girl useful, productive, happy—depriving her of nothing that is truly worth while, yet without the necessity of going from home and actually earning her own livelihood. The influence of usefulness on the girl's character is vastly more important than any earnings she may possibly acquire.

A girl needs the companionship of other girls, but such association is often marred by pride, envy, selfishness and jealousy. These things must be eliminated if our girls' social life is to be happy and useful in building character.

The average mother might not express her wishes in this precise manner, but the synthesis of her desires for her daughter is that in some way she may get the right attitude toward useful labor, realize the beauty of service, understand her true relations and duties to her fellows, become fitted for that greatest of occupations, a home-maker, and, with these, have perfect health and happiness.

CAMP FIRE GIRLS: A CEREMONIAL MEETING

Some of these things may be taught at home, but the home training is apt to have a narrow outlook, directly contrary to the spirit of the times. As the need for household manufactures has vanished with the invention of machines for spinning, weaving and a host of similar labor savers, the position of woman has changed. She must now be able not merely to make and preserve the individual home, but to give to the *community* those spiritual qualities which she gave to the home.

If a girl can learn through companionship, and derive mental, physical and spiritual benefits from association with other girls, an ideal condition exists. In the past it is doubtful if this was possible, except in isolated instances.

Realizing these new conditions, a national organization has been formed by which girls and women may be banded together for mutual help—The Camp Fire Girls. It is, first of all feminine, as its first law indicates—"seek beauty"—and it aims, through helping girls to do the things they enjoy doing, to reach the deeper and larger objects of life. The avowed purpose is this:

"To show that the common things of daily life are the chief means of beauty, romance and adventure; to aid in the forming of habits making for health and vigor, the out-of-door habit and the out-of-door spirit; to devise ways of measuring and creating standards of woman's work; to give girls the opportunity to learn how to 'keep step,' to learn team work through doing it; to help girls and women to serve the community, the

larger home, in the same ways that they have always served the individual home; to give status and social recognition to the knowledge of the mother and thus restore the intimate relationship of mothers and daughters to each other."

The Camp Fire Girls is a national organization, with local "Camp Fires" all over the country. Any girl of twelve or over may join. She first becomes a "Wood Gatherer," and subscribes to this beautiful Camp Fire law:

Seek beauty;
Give service;
Pursue knowledge;
Be trustworthy;
Hold on to health;
Glorify work;
Be happy.

Later, she may develop into a "Fire Maker," and the desire of a Fire Maker is this:

"As fuel is brought to the Fire,
So I propose to bring
My strength,
My ambition,
My heart's desire,
My joy,
And my sorrow
To the fire of human kind.

For I will tend,
As my fathers have tended,
And my father's fathers,
Since time began,
The fire that is called
The love of man for earth,
The love of man for man,
The love of man for God."

Of the Fire Makers, a few may prove capable of leadership and become "Torch Bearers," whose duties are expressed by the Torch Bearer's desire,

"That light which has been given to me
I desire to pass undimmed to others."

CHAPTER XXXVIII

HOW THE ORGANIZATION HELPS GIRLS

GIRLS are imaginative, romantic, adventurous. There is great attractive power in "belonging to something." It provides an outlet for the feelings often repressed, and seldom understood by adults.

The Camp Fire may invite, first, by its beautiful ritual, its impressive councils, even its ceremonial dress. In reviewing the personal history of Camp Fire Girls, it is possible to find many instances where girls joined either because of the romantic and imaginative appeal, or merely for the privilege of camping out during a vacation. Then when these girls encountered the helpful, uplifting influences of the organization, the serious talks on the Camp Fire law; the influence of an earnest guardian; the real meaning of the various activities, we see them becoming useful, helpful, mastering the great lessons of the "Love of man for man," "The love of man for God," until finally we can find them letting their lights shine for others, as Torch Bearers.

Local Camp Fires are under adult supervision, a necessity, if any junior organization is to be successful. Each Camp Fire has its own Guardian, and there is no more useful social service

CEREMONIAL DRESS AND SIGNS

open to a woman in any community than that of organizing a Camp Fire, and devoting herself to helping the girls who become members of it.

There are no sects, creeds or religions in Camp Fire work. A Camp Fire Girl must possess the Camp Fire spirit and ideals, and nothing else matters. Often Camp Fires are organized from the membership of other societies, such as the Young Women's Christian Association, and thus supplements and helps the work of the other organization. It can work with other organizations, and will invariably benefit them.

Camp Fire Girls strive for "honors." That is the educational feature of the work. Members may elect to seek honors in nine classes, each indicated by beads of various colors. Honor beads are strung on leather thongs, and made a part of the ceremonial dress. The honors are as follows:

Health Craft, red beads.
Home Craft, orange.
Nature Lore, blue.
Camp Craft, green.
Business, yellow.
Patriotism, red, white and blue.
Required honors for Fire Maker, purple.
Local honors, natural wood.

After the girl becomes a member of a local Camp Fire, a Wood Gatherer, she strives for the next higher degree, and in

order to become a Fire Maker, she must have fulfilled these requirements:

Help prepare and serve, together with other candidates, at least two meals for a meeting of the Camp Fire; this includes purchase of the food, cooking and serving, and care of the fire.

Mend a pair of stockings, a knitted undergarment, and hem a dish towel.

Keep a written classified account of all money received and spent for at least one month.

Tie a square knot five times in succession correctly and without hesitation.

Sleep with open windows or out of doors for at least one month.

Take an average of at least half an hour daily outdoor exercise for not less than a month.

Refrain from candy and sodas between meals for at least a month.

Name the chief causes of infant mortality in summer. Tell how and to what extent it has been reduced in one American community.

Know what to do in the following emergencies: Clothing on fire; person in deep water who cannot swim; open cut; frosted foot; fainting.

Know the principles of elementary bandaging and how to use surgeon's plaster.

Know what a girl of her age ought to know about herself.

Commit to memory any good song or poem of not less than twenty-five lines.

Know the career of some woman who has done much for the country or state.

Know and sing all the words of "My Country, 'Tis of Thee."

She must also have earned twenty elective honors in different classes, for various kinds of service.

The next step is to become a Torch Bearer, who is an assistant to the Guardian of the local Camp Fire. The Guardian must know the candidate to be trustworthy, happy, unselfish, a good leader, a good team-worker and liked by the other girls. She must organize a group of three girls or more, and lead them regularly in any of the Camp Fire activities for a certain fixed period, and must further possess fifteen honors in addition to the ones secured for the rank of Fire Maker.

The list of possible honors is a long one, and includes almost every useful and beneficial activity that a girl may perform. Camp Fire Girls may win elective honors for cooking, marketing, care of the sick, maintenance of their own health, care of babies, entertainments, knowledge of birds, trees, flowers, stars, camping requirements, photography, sewing, work in a business office, soliciting for books or magazines, various kinds of social work, and scores of other things, all admirably calculated to cultivate the very characteristics which present-day girls are apt to lack.

FIGURING HOUSEHOLD EXPENSES

COOKING TO GAIN HONORS

CAMP FIRE GIRLS LEARN TO BE USEFUL

The call of the Camp Fire Girls is "Wo-he-lo," formed of the first letters of Work, Health and Love. The symbol is fire; around it the first homes were built. In ancient mythology the Penates, or household gods, watched over the hearth and home, and "hearth" is one of the oldest synonyms of "home."

The Camp Fire Girls is an organization that is doing something. It has a noble purpose, and is achieving that aim. Its helpful influence has penetrated every state in the Union, and the total enrollment is growing from month to month. It flourishes because its principles are right, and it fills a very widespread and very apparent need. It is bringing the power of organization and the charm of romance again into the humble acts and needs of every-day life. It is a deliberate attempt to help meet the new and splendid social world which is before us.

CHAPTER XXXIX

BLUE BIRDS THAT SING, GROW AND HELP

SOME of us believe that there is something being taken out of the life of girls which is necessary and fundamental to the future. Before the time of book knowledge girls were educated to do the work of life by helping and imitating their mothers in the things the mothers were doing. When the mother was caring for the baby, the child made a baby for herself of whatever was at hand. All that the mother did was observed. Today we have forgotten what that education was like and the results produced by all that imitative play and sharing in the real work with the mother. The trouble is that mothers are not giving the necessary time and thought to that side of the play life of the child, which is founded on the mother instinct and the home instinct.

Just as civilization and religion center about the child, so do child interests center about the doll. If these are to develop into wholesome womanliness, love of home and children, they must be given opportunity. The entire school curriculum is of less value than this development of life's fundamental likes and dislikes. Much of the incoherence of modern life is due to the

fact that it centers no longer about the home and the child, as it used to do.

The Camp Fire Girls has proven so successful that thousands of smaller sisters long for the time to come when they, too, may join. A way should be planned so that the little girls could be given their true inheritance of childhood's joy and experience. So here are the Blue Birds, that will sing, grow and help—an auxiliary organization of the Camp Fire Girls for their younger sisters.

The first object to be attained with the Blue Birds is to make them thoroughly happy. To use the organization as one more device by which formal adult instruction may be given them, and to lecture upon "being good" will result only in failure.

The Blue Birds is also a national organization, an auxiliary of the Camp Fire Girls, with membership composed of girls under twelve. The local group is called a Nest. At first a girl is a Nestling, next a Fledgling, and then a Flier.

Blue Birds sing, because they are happy. They have happy relations to everybody. Happiness lives in Blue Birds—as everyone knows through Maeterlinck's great play.

Blue Birds grow, in mind and character, as well as in body. They acquire health and vigor. Their activities are the right activities for girls of their ages.

Blue Birds help, not only by being beautiful to look at and listen to, but they help at home, at school, or wherever they are and in whatever they can.

Nests have regular meetings, and a costume has been adopted —a dress that will delight the hearts of the small girls who are eligible. Downy grey for the Nestlings, with plumage of blue, cinnamon red and greyish white added, as they grow, help and sing. A blue cap for the Fledglings, and blue wings for the Fliers.

Blue Bird activities are quite numerous. There are many things that can be done by little girls that help them, and help other people, too. Every Blue Bird should have a doll family; each doll should have its name, relationship and clothing. There should be doll parties, excursions, doll schools, doll houses and so on. Each girl should learn and play healthful and enjoyable games. Each girl should learn at least five folk dances. Each Blue Bird should learn and sing all the verses of ten songs, such as "Hush-a-Bye-Baby," "Little Birdie in the Tree," "Baby's Boat is a Silver Moon."

Other things which Blue Birds should learn are to make a doll's house, weaving with reeds or raffia, clay modeling, paper cutting, drawing. They sing whenever they are tempted to scold and they smile and answer bravely when disappointment comes.

They can grow by practicing some of these activities, and their growth will be marked by added plumage at meetings of the nest:—

Knit a wash cloth. Do not buy candy or soda for a week. With the money saved, buy a doll for some girl who has none.

BLUE BIRDS LEARN HOME-MAKING THROUGH PLAY

Do not tease or beg for anything for a week. Go without biting the nails for a week. Work the Blue Bird's motto in cross-stitch or in beads. Thread a needle three times in a minute and put a good knot on the end of the thread. Have a garden. Turn bed clothes down for airing. No eating between meals for one month. Be in bed not later than 8 o'clock for one month. Know how to tell the time promptly. Brush teeth regularly for one month.

Helpfulness is taught by naming specific things that a little girl can do, and having her strive to practise as many of them as possible. For example, a Blue Bird may help by feeding the birds in winter, caring for her toys or those of smaller brothers or sisters, keeping the yard free from paper and rubbish for a month, dressing herself in twenty minutes daily for a month, making her own bed, sewing and mending, cleaning her shoes, dressing her hair, helping to set the table or wash the dishes.

Blue Birds thus become very different from the many little girls who cause mothers so much trouble—and they get all this practical training indirectly—and are happy while improving. They are the sort of little daughters that mothers and fathers are proud to have. They receive their childhood's heritage, and the foundation of womanliness, laid so early, will endure through life.

The two organizations, Camp Fire Girls and Blue Birds, with the common idea of helping girls to achieve things most

worth while, are certain to be powerful influences for good in forming the women of the next generation. They provide the most satisfactory solution to the problem of the girl's social relations, and are therefore here introduced as important factors in modern Child Culture, deserving the attention of all parents who want to make the most of the children that have been given to them.

PART VI

THE CHILD AND THE NATION

CHAPTER XL

GOVERNMENT INTEREST IN CHILD WELFARE

PARENTS naturally regard their children with a sense of complete ownership. A mother speaks of "my child" with little thought that the child belongs to the state as well as to herself. Each child is a part of the nation, and as national growth and prosperity in the future depend on the children of today, it is fitting that the government, both state and federal, should be interested in promoting the welfare of the nation's boys and girls.

Parents have the privilege of raising a higher ideal of citizenship in the next generation by teaching their children lessons of patriotism, especially in that they are actually a part of the nation, and as such are subjects of care and attention by a paternal government. The children ought to know what the nation is doing for them, and these chapters are written to show clearly and simply, so that parent and child alike may understand and appreciate how our nation regards its children, what it is doing for them and what will be done in the near future.

For years the federal government has been collecting and distributing information on a great variety of subjects concerning general welfare. Bulletins are issued concerning the care

of fish, hogs, cattle, treatment of the soil and scores of kindred topics. That foe of the cotton crop, the boll weevil, has been the subject of study, as has the San Jose scale, which affects the orange groves of the country.

Among child welfare workers arose a query as to why the government's interest in general welfare should not be extended to the improvement of the nation's children. A member of Congress said: "During the last season I sent 25,000 bulletins on how to take care of hogs in Oklahoma; not a bulletin on how to take care of children. In the Bureau of Chemistry we spend $965,780, and in the Bureau of Entomology, a bureau particularly devoted to the study of insects and bugs, we spend $601,920, and not a dollar is expended for the proper study of child life. I believe we have a right to study child life and give the widest publicity to how to protect child life. It is a great national asset."

From such sentiments grew the thought of a Children's Bureau, the first suggestion being made by Miss Lillian D. Wald, head of the Nurses' Settlement in New York. Her idea of a national bureau for the study of the needs of children met with widespread approval, with the result that a bill for the establishment of the bureau was introduced in Congress in the winter of 1905-06. That bill failed to reach a vote. It was again introduced in 1908-09 and again failed to reach a final vote. The sixty-second Congress passed the bill, and it became a law April 9, 1912.

The text of the law establishing a Children's Bureau is as follows:

Sec. 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That there shall be established in the Department of Commerce and Labor a bureau to be known as the Children's Bureau.

Sec. 2. That the said bureau shall be under the direction of a chief, to be appointed by the President, by and with the advice and consent of the Senate, and who shall receive an annual compensation of five thousand dollars. The said bureau shall investigate and report to said department upon all matters pertaining to the welfare of children and child life among all classes of our people, and shall especially investigate the questions of infant mortality, the birth rate, orphanage, juvenile courts, desertion, dangerous occupations, accidents and diseases of children, employment, legislation affecting children in the several States and Territories. But no official, or agent, or representative of said bureau shall, over the objection of the head of the family, enter any house used exclusively as a family residence. The chief of said bureau may, from time to time, publish the results of these investigations in such manner and to such extent as may be prescribed by the Secretary of Commerce and Labor.

Sec. 3. That there shall be in said bureau, until otherwise provided for by law, an assistant chief, to be appointed by the

Secretary of Commerce and Labor, who shall receive an annual compensation of two thousand four hundred dollars; one private secretary to the chief of the bureau, who shall receive an annual compensation of one thousand five hundred dollars; one statistical expert, at two thousand dollars; two clerks of class four; two clerks of class three; one clerk of class two; one clerk of class one; one clerk, at one thousand dollars; one copyist, at nine hundred dollars; one special agent, at one thousand four hundred dollars; one special agent, at one thousand two hundred dollars, and one messenger at eight hundred and forty dollars.

Sec. 4. That the Secretary of Commerce and Labor is hereby directed to furnish sufficient quarters for the work of this bureau at an annual rental not to exceed two thousand dollars.

Sec. 5. That this Act shall take effect and be in force from and after its passage.

CHAPTER XLI

PROPOSED WORK OF THE CHILDREN'S BUREAU

PRESIDENT TAFT promptly appointed as director and Chief of the Children's Bureau Miss Julia C. Lathrop, of Chicago, a woman eminently fitted for the work. Miss Lathrop was a member of the Illinois State Board of Charities, and worked with Miss Jane Addams at Hull House, Chicago.

Miss Lathrop recently said: "The question of protecting children is coincident with the introduction of machinery when the child labor problem began. As early as 1802 Sir Robert Peel, of England, obtained the passage of a bill abolishing the apprentice system, a particularly cruel form of enslaving young children. England was an excellent model, in that all laws pertaining to children, or adults, either, came from one central law-making body, whereas child labor in this country depended on the clemency and justice of the various state legislatures. This, however, is all remedied now, and the labor of the bureau will be along every line of child life in every class of people, the birth rate, the diseases, especially the reasons for infant mortality. The word conservation is very popular now,

and we are getting ready to conserve the most precious property of the state—the children."

The new bureau can be practically useful in every department of child welfare work, and the law expressly stipulates that the results of its investigations shall be published, so as to place them in the hands of the people.

The wide demand for the bureau is an encouraging evidence of public interest in the betterment of children, and the standing of the men and women who championed it shows the growing realization of the Government's duty to the next generation.

Judge Lindsey's opinion in matters of juvenile welfare is weighty, and he gave to the Children's Bureau this unqualified endorsement:

"The majority of parents are traitors to their children because they neglect to teach them a few simple lessons as to the anatomy and physiology of their bodies. Sex knowledge must be given to our children in a refined and scientific way and not leave their information to come from the streets and alleys. Over 90 per cent of the delinquent children in the entire country come from the cities. Idleness plays havoc. A Children's Bureau would promote industrial training, one of the greatest safeguards of youth. A children's bureau would improve the quality of children, lower the death rate, develop the children normally and righteously, eventually depopulating our charitable, reformatory and penal institutions, as it were, beating the devil to the children.

"From my observation and experience in defective, delinquent and penal work, the establishment of a children's bureau would mean to begin at the right end; the solving of the problems of better citizenship. Prevention rather than reformation should be the policy."

American parents may look for great good to result from the Children's Bureau. As a summing up of its benefits, the statement of Dr. Charles Carroll Brooks, founder of the Southern Mountain Preparatory School for Children, is prophetic:

"The nation needs homes, and it needs every movement looking forward to the placing in the mind of the child that love of country that will eventually bring them into a citizenship worthy of every human effort planned for their growth and development."

The child is the ward of the State, and the State's best asset is a useful citizen; the passage of a bill looking toward the welfare of the child is a move in the direction of fostering future manhood and womanhood from the very beginning of the citizen to be. As the child is in many cases deprived of the foundation of growth, the home nest, the nation will do well to consider the growth of the child and its development, for citizenship and civic righteousness must begin with infancy and be followed on through adult life. The creation of a bureau where the child can be thought about and planned for will become a national asset, that the country may well feel proud of and continue to foster in the interest of child life.

It means that more children will be reared in an atmosphere of home surroundings, that the institution child will get an opportunity that it does not get today and that the printing of what the bureau means to do will educate the public to the idea of assisting the children of the nation. The hope of the nation is in its children; the citizens of the future will be what its children have been; and progress in every avenue of life will be the story of the preparation in the child of the nation.

CHAPTER XLII

CHILD LABOR

WORK for children is not a hardship. The ability to work, to be useful and the *love* of work should be taught from an early age. Children who have learned the true meaning and purpose of work will not shun it. They will know that all work is service; as Wordsworth expressed it:

"Small service is true service while it lasts."

However light, the duties that a child performs may teach the joy of service and create a just conception of the business of life.

But child labor, in the understood meaning of the term, is quite a different thing. It is the exploitation of children in work that interferes with their education and mental development, injures their health and endangers their morals. Nearly a million children are working in mills, factories, canneries, mines and sweat shops, the vast majority of them being victims of exploitation. When these workers are pictured as future men and women, citizens to be and the parents of still later generations, the investigator is appalled at the prospect.

It is the right of every boy or girl to have a fair chance for

EVILS OF CHILD LABOR: MANUFACTURE OF ARTIFICIAL FLOWERS IN A SLUM HOME

growth, mental and physical. But thousands of children are deprived of this chance. Children are working twelve hours a day in cotton mills, nine hours a day in coal mines and similar periods in scores of other industries.

How can we reconcile a sense of justice with a system to rob childhood of its sunshine? Child workers not only lack the time to be educated, but they lack opportunity for play. Think of the pathos of a child life chained to an endless mechanical task, without the freedom we give to our own boys and girls, with no opportunity for the enjoyment of outdoor life and with no expectation of a better and happier future. The work done by children requires little skill and no cultivation of thought. Childhood will be spent in performing these tiring, machine-like operations, and later on such workers will of necessity continue in work of little higher grade with but small increase of wages.

It is not only in cities that terrible conditions of child labor exist. Child labor on farms is in many instances scarcely less injurious. The mill worker, certainly, is more exposed to adverse moral influences, and is confined indoors, where the air may be filled with particles of cotton or glass, or as in the mines, with coal dust. The lighter duties on a farm can be performed by the younger members of the family with enjoyment and benefit, but the danger lies, first, in over-work, and second, in arrested educational development.

As a father of the slums considers his children an asset and

sets them to work at home in making artificial flowers, picking nuts, tying knots in willow plumes at forty knots for a cent, and the like, so the father in a rural community is apt to regard his child as an asset, with over-work as the result. The special census bulletin in 1907 showed 1,750,178 child workers in continental United States, of whom 60.2 per cent were on the farm. Four-fifths of these workers were reported as assisting their parents. Observation of conditions on farms reveals numbers of cases where boys of twelve, thirteen and fourteen years are taking the place of the adult farmhand, who is so hard to get at this time. Such boys are plowing, operating farm machinery, pitching hay and doing such heavy work, regardless of apparent physical disability in many cases. It is certain that no boy of seventeen or eighteen can do heavy farm work without physical injury.

Even more objectionable than the physical effect of overwork is the fact that the country boys are taken from school as soon as they are needed to assist in the farm work. It is firmly established that every additional year in school adds greatly to the earning capacity of a student. But parents in agricultural communities are apt to view the present need for help in caring for a cotton crop, starting the spring plowing or tending cattle on a ranch, more than the future efficiency that would result from continuation at school.

The reason for agitation against child labor, unprotected and exploited, is moral, but it is also social. The present system of

lax laws, or lax inspection, or both, represents a tremendous social cost. Sympathy for the victims of inhuman conditions should not blind us to the broader social aspect of the matter. Child laborers in this country have not reached the third and fourth and fifth generation, hence we cannot yet see what its ultimate effect will be. But in England the same problem has existed, and it is possible to observe what has happened.

A report of the National Child Labor Committee states: "Anyone who has ever walked through the streets of Birmingham, Manchester, Liverpool and other factory districts knows that there is a different type there than is found elsewhere. And it is the type that strikes your mind, strikes your eye, because, instead of its being the full-chested, rosy-cheeked, powerful type, such as we are accustomed to picture the Englishman, we find that they are small and under-sized and flat-chested, with lack-luster eyes, and that they go slinking down the street; there is no life; there is little vitality left. And that is the result of two or three or four generations of child labor, each generation having a little more vitality taken away from it, until the present factory worker bears no resemblance at all to the strong, sturdy ancestry he sprang from."

The Duke of Marlborough recruited the soldiers he led at Blenheim from the English factory towns. That would be impossible now. But England has realized the condition, has been gathering statistics and is applying corrective measures. In the city of Bradford, where women in large numbers are

employed in the mills, the death rate of children under one year is 160 per thousand among such female workers. The death rate in the same city is 40 per thousand of children under one year in homes where the women are not mill workers. The difference in the death rate is enormous; but how can we compare the difference in the strength and vitality in the ones that do not die?

The remedy for present conditions of child labor is knowledge. The type of American mother who cares for her household, lives comfortably and devotes her sole attention to the welfare of her own family hardly knows that a million little children in her own country are slaves. The father who supports his own boys and girls, educates them, gives them a start in life, does not think, if he knows, and probably he does not know, that other boys and girls are without a glimmer of hope for the future. If these parents of the great middle class would realize conditions as they are, changes would be brought about quickly.

There are two factors entering into the correction of the evils under discussion: the parent and the law. If parents study the subject, find out the facts and disseminate the knowledge they secure, public opinion will compel the passage of laws to protect children and the enforcement of such laws after they are passed.

CHAPTER XLIII

EDUCATION—A NATIONAL CONCERN

THE intelligence and usefulness of its citizens is a matter that concerns the nation even more than the State. What an individual State does in the way of educating its children is not merely in the interest and for the benefit of that State, but is for the welfare of the nation, and the State is the nation's deputy.

To be successful, a government must be for the whole people, not for a few. Rome and Greece fell when the rights of the people became of less concern than the luxuries of the patricians. All history proves this premise true, and that the nation to stand highest is always the one that does most for the welfare of its people. As a nation is in a sense immortal, it must concern itself about the welfare of the people today and tomorrow and a hundred years from now.

The most productive investment for the future that a nation can make is in the supplying of a thorough and practical education to its citizens of the next decade.

Our school system is a splendid enterprise, admirably conducted, productive of untold good; but it is not yet perfect, and it requires to be further removed from the realm of local politics

A PHASE OF MODERN EDUCATION

LEARNING TO MAKE THINGS OF USE AND BEAUTY A DRILL WITH MUSIC

and made a concern of the nation, more than of any city, borough or township.

The school must be made to meet the needs of the people; it must teach practically, and must aid pupils along lines best suited to their individual requirements. There must be enough schools and enough teachers for all those who would learn, and the courses of study must be so planned that parents may realize it is to their own and their children's advantage to continue attendance at school as long as possible.

An intelligent man, the father of three children, said recently "The schools are fossilized; they teach boys things that are of no earthly benefit, and I'd rather send mine to the school of hard knocks, where they will learn to make a living." This opinion, expressed or not, is held by many, but it is not a correct opinion. The schools are progressing. They recognize the benefits of a classical education, but know that conditions in families often make such studies inadvisable. They endeavor to supply what is most needed, to eliminate useless subjects and to fit the student for a life work. Already we have part-time schools, schools of manual training and schools where training for a vocation, as well as vocational guidance, are supplied.

The public schools in rural districts are now teaching agriculture, which means that country boys will be allowed to remain longer in school.

Educators have come to know that the task before the vast majority of students is how to make a living, and courses are

PLAYGROUND WORK IN PHILADELPHIA, PA. FIELD DAY AT CLOSE OF THE TERM

generally planned with two objects in view: first, to develop the mind so the student may make the most of himself in after life; and second, to fit the student for earning some sort of a living as soon as he is compelled to leave school.

Progress in public school work during the past ten years should be a matter of self-congratulation to all parents, and the progress and improvements will continue still more rapidly as the school systems are brought more directly under the control of the national government and more closely to the attention of the parents of children who go to school.

A notable advance in teaching methods is indicated by the extension of playground work. What an advance from the time within the memory of many when play was sinful, to the present, when play is known to be educational and is being developed and systematized so as to be most effective in its benefits to growing bodies and unfolding minds. The idea that the school should be the social center of the community is young, but it is growing. The city of Houston, Texas, is placing its new school buildings in three to five acres of playground. It is equipping them with gymnasiums, swimming pools, auditoriums, open-air space, trees and flowers. Such an equipment teaches graphically to every pupil the advantage of health, the part of play in building health, the use and purpose of social life, the knowledge and love of outdoors and beautiful things that grow and blossom and the real interest and desire to help of that part of the government responsible for such reforms.

Social life is essential. Let it be beneficial; let it be elevating. Where the school provides a social life the tough street gang and the dime novel boy burglar will be unknown. The saddest thing about the New York slums is the absence of outlook among young people. They don't know how to play; they can't spend their spare time, when they have it, without becoming bored and morbid. Replace unhealthy associations with properly directed play, communal play, and the evils that appall us will slink away of their own accord.

The knowledge of what is being accomplished is new to many parents. When they do know of it, they assume an attitude of interest, but often fail to see how it affects them, and least of all, what they can do to speed the progress that is being made. But parents can help. They can support the people and the legislation that would improve conditions where improvement is needed. They can, by publicity and agitation, make issues of this nature parts of political platforms and see that the promised legislation is effected. Let parents establish a platform and stick to it, work for it, with benefits to themselves from their wider outlook and to their children and children's children in physical, mental and moral improvement from generation to generation.

Such a helpful platform would include attention to the work of the Children's Bureau and support of its recommendations, insistence on improved child labor legislation, interest in school work and improvement. One day we shall see public schools

SCHOOL CHILDREN WHO HAVE LEARNED TO PLAY AND WORK

through this land where boys will be taught the use of tools, acquiring deftness in handwork and effectiveness in everyday matters of life; where girls will learn household arts, where boys and girls can plant seeds and protect, cultivate and garner the things that grow from them; where they will learn of nature, and where pure air and work and play will make them strong and bright-eyed, with the boundless wealth of good hearts, steady nerves, vigorous lungs and perfect stomachs.

Is not such an end worthy of the best efforts of everyone who is called "father" or "mother" by a child who is entitled to such a birthright?

PART VII

NATURE AND THE CHILD

By

Alice R. Northrop

Wood Thrush
Meadow Lark

Chipping Sparrow
Gold Finch

CHAPTER XLIV

NATURE AND THE CHILD

IN this world of ours, where millions sojourn full threescore years and ten, how few have any realizing sense of the wondrous earth on which they live; of the marvelous history of the rocks beneath their feet; the beauty of the innumerable plants that carpet its surface, or the interesting lives of the myriads of animals that inhabit earth and air and water! Nature has no press agent and her marvels are unheralded. Perhaps that is why, to the majority of people, nature is virtually a sealed book, or, as Huxley expresses it, "a gallery filled with wonderful works of art, of which nine-tenths have their faces turned towards the wall."

Yet any mother or teacher who will take up the study of nature in the right way can put in the child's hands a talisman to unlock the great "out-of-doors" so that he will find rock and tree, flower and bird and beast an endless source of interest and joy. Is not this worth while? The study of nature is of value to the child in many ways. On the physical side it will tend to keep him out of doors in the fresh air and sunshine by furnishing an incentive to lure him afield all the year round. This interest, once roused, usually endures throughout life, surely a

valuable asset, especially since the experts tell us that an absorbing interest is the secret of perpetual youth.

Second, while tending to develop a sound body, the study of nature helps very materially in developing a sound mind. It cultivates the powers of observation in a marked degree, and it offers unrivalled opportunities for acquiring one's knowledge first-hand. This tends to develop a healthy habit of inquiry and investigation, which, in turn, makes for intellectual independence. At the same time, many of nature's stories are so marvelous they cannot fail to stimulate the child's imagination.

On the esthetic and moral side the study of nature develops a love and appreciation of beauty in the natural world, of form, of color, of harmony. It awakens interest in simple, wholesome things, and we must remember that every wholesome pleasure may keep out an unwholesome one. In time nature becomes an important part of one's life, and proves to many such an unfailing resource that they can say with Wordsworth:

'Tis her privilege, through all the years of this, our life, to lead
From joy to joy; for she can so inform
The mind that is within us, so impress
With quietness and beauty, and so feed
With lofty thoughts, that neither evil tongues,
Rash judgments nor the sneers of selfish men
* * * * *
Shall e'er prevail against us, or disturb
Our cheerful faith that all which we behold
Is full of blessing.

As a by-product, the right study of animals cannot fail to awaken sympathy with these humble neighbors of ours, and kindness will take the place of thoughtless cruelty.

Lest anyone consider the above advantages too intangible, let me hasten to add that it is being proved from day to day that the more closely we study nature the more light is being shed on the problems of the gardener, the farmer and the physician. It has been estimated that certain insects and plants damage our crops to the extent of hundreds of millions of dollars every year, while others have been proved to be a serious menace to health. If the child learns of the services of birds to man, if he learns to know which insects are friends and which are foes, which plants are useful and which injurious; if his eyes are opened to the value of our forests and the importance of preserving our scenery, will he not become a vastly better citizen when he grows up? Again, the awakening of a general interest in nature will have a tendency to counteract the strong drift city-ward, which is one of the country's greatest problems. Thus it will be seen that nature study touches life on many sides.

Let us next consider how best to take it up with the child. It is simpler than one might think, because children are naturally keenly interested in everything about them and need little encouragement to become enthusiastic nature students. Being interested yourself is perhaps the most important element of success. You may feel that you do not know enough and can answer but few of their questions, yet this need be no cause for

discouragement, for they could ask many that even a Darwin or a Huxley could not answer. Lack of knowledge is therefore not an insuperable obstacle, and nature is a delightful subject to study with one's children. Except in the large cities, one need never go far for subjects; every dooryard, garden and roadside is full of interest. A little knowledge is like the magic powder of the fairy stories, and enables one to see all sorts of wonderful happenings everywhere—in the bird, the flower and insect worlds.

Give the children pets and encourage them to watch their ways. If one cannot go often to the fields or woods, a terrarium with a few land animals and an aquarium will provide interest all the year round. In fact, anything that comes to hand that the child wants to know about is the thing to study, whether it be an earth worm in the garden, ants in the path, a new flower in bloom, a bird or squirrel in the tree or a stone by the roadside. They will unconsciously absorb a great deal from simply having these things about them without any teaching at all. Indeed, the cardinal point is, let nature always do most of the teaching. Later it is a simple matter to guide their interest and suggest points for observation within their capacity. Lead them to observe and experiment, and thus let nature herself answer their questions. "Let us try this and see what will happen," should be the keynote of much of the work. When the child has learned all you think he can by watching and experimenting then is the time, and not until then, to turn to some good refer-

ence book and to suggest that we "read up about it." The reading will almost always suggest new points for observation. One of the principal "don'ts" is, do not simply pour information about nature into the child in the belief that that is nature study. Such a course will effectually stifle the precious spark of interest. One fact that the child discovers himself, one inference that he draws from his own observations, is worth an entire library of compiled data. It is what gets into one's life, not one's memory, that is of value. Whitman says:

> "The early lilacs became part of the child
> And grass and white and red morning-glories, and
> White and red clover, and the song of the phoebe-bird,
> And the third-month lambs and the sow's pink-faint litter,
> And the mare's foal and the cow's calf,
> And the apple trees covered with blossoms and fruit
> Afterwards and wood berries and commonest weeds by the road."

Let us see to it that *our* children have this heritage.

We trust that the following pages will prove helpful in blazing a way into nature's endless domain, where one may wander as long as he lives, with refreshment to body and soul, yet even then will only have begun to touch upon all there is to learn and enjoy.

CHAPTER XLV

SUGGESTIONS FOR NATURE STUDY—SPRING

TO him whose eyes have been opened, nature is full of interest all the year round, but in Spring, when brooks run full and grass grows green before our eyes, when birds are singing and growing things push through the brown mould everywhere, even the dullest feels the thrill of earth's awakening. There is, therefore, no better season for beginning the study of nature. Even as early as February the tide of the year begins to rise, and though we dull observers may not notice it, the buds feel it and grow restive within their winter coverings. This leafing out of the trees is one of the Spring's loveliest miracles, and we can anticipate it in a very delightful way by bringing some of the twigs into the house in February and keeping them in water, where they will develop several weeks earlier than they would out of doors. By this means the children can watch the gradual unfolding of the buds from day to day, and will incidentally discover many of nature's pretty secrets.

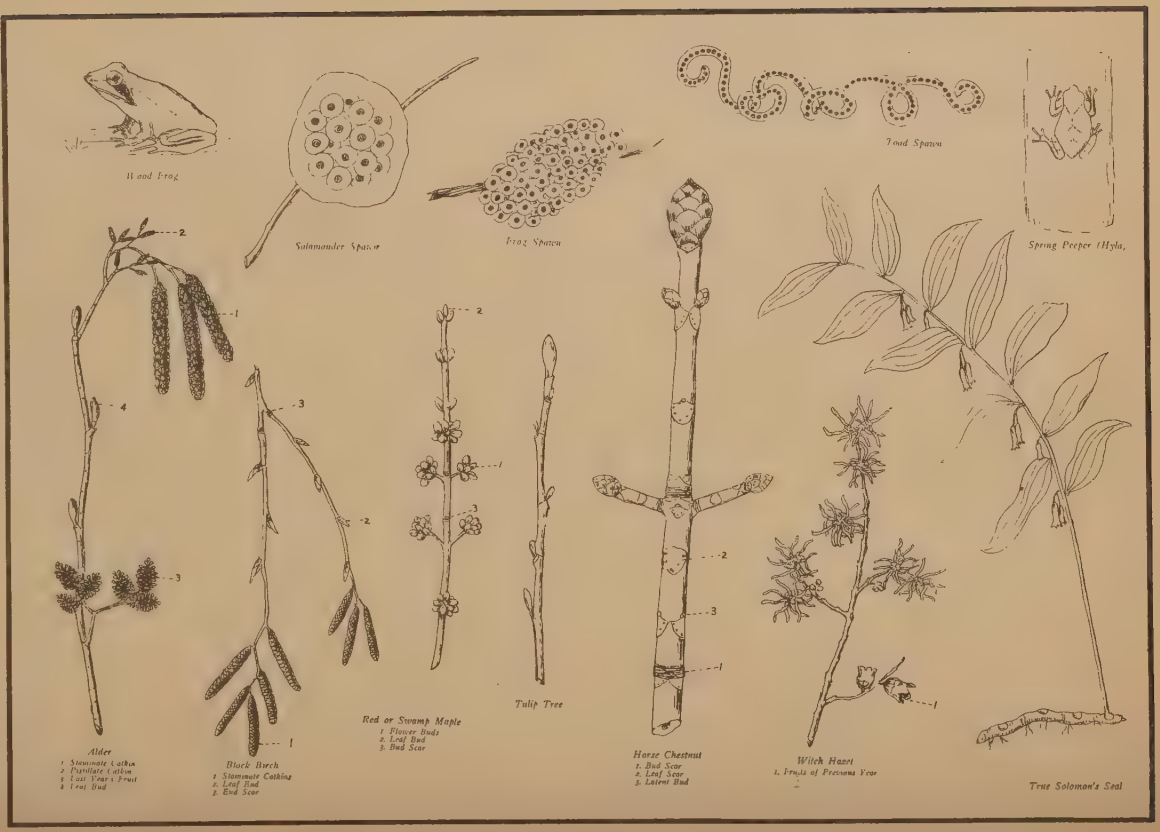
STUDY OF WINTER BUDS

It was midsummer of last year when these buds, very tiny at first, made their appearance at the bases of the leaf stems, yet

tiny as they were, they had within them the embryo leaves and flowers for the following year. The children can see for themselves how carefully these were protected from the cold and changes of temperature. Some were covered with overlapping scales like shingles on a roof, while many were wrapped in the daintiest of down blankets and others provided with shiny water-proof coats. They will also realize what wonderful packing was necessary in order that an entire branch could be stowed away within the compass of a small bud and with what exquisite skill the tiny leaves were doubled and folded and plaited.

The twigs have a story to tell, too. We have already seen that a bud is an undeveloped branch, hence all the twigs you have must have come from one or more buds of preceding years and all their marks and scars must correspond to something in the bud. In many kinds of twigs the bud scars left by the bud scales of previous years show very plainly as a belt of close parallel rings. By counting these, the age of the branch can be ascertained, a calculation the children are always delighted to make. The leaf scars are almost always easy to find, and these will tell whether the leaves were opposite each other or arranged alternately on the stem. Below are brief notes on some of the twigs that the children take special delight in watching and which may be readily obtained in almost any locality.

Horse Chestnut. This is not a native tree, but is common in


Wood Frog
Salamander Spawn
Frog Spawn
Toad Spawn
Spring Peeper (Hyla,
Alder
1. Staminate Catkin
2. Pistillate Catkin
3. Last Year's Fruit
4. Leaf Bud
Black Birch
1. Staminate Catkins
2. Leaf Bud
3. End Scar
Red or Swamp Maple
1. Flower Buds
2. Leaf Bud
3. Bud Scar
Tulip Tree
Horse Chestnut
1. Bud Scar
2. Leaf Scar
3. Latent Bud
Witch Hazel
1. Fruits of Previous Year
True Solomon's Seal

cultivation. It has stout, sturdy-looking twigs, with large, brown terminal buds and smaller opposite ones. They have broad, overlapping scales, which are covered with a coat of varnish that becomes shiny and sticky as spring approaches. The "horse-shoes" are the leaf scars, and the number of "nails" shows how many leaflets the leaf had. Just above the "horse-shoes" are very small latent buds, that will never develop unless some accident should happen to the strong terminal bud. The bud scales of previous years are readily seen, and terminal twigs in a favorable situation will sometimes be found to have made a growth of nearly two feet, while others will not have grown as many inches. If the bud is unusually large, you will be apt to find in the center of the woolly leaves a diminutive flower cluster, which on the tree would have become, late in May, a tall pyramid-shaped cluster of pretty cream-colored flowers, spotted with red and yellow. As the leaves develop the brown bud scales fall off, and as Lowell says:

> "Then, gray hossches' nut's leetle hands unfold,
> Softer'n a baby's be at three days old,"

looking very different from the great umbrella-like leaves they are destined to become.

Tulip Tree. This is a tall, stately, straight-trunked tree, belonging to the Magnolia Family which is common in many parts of the country. The smooth twigs are more slender than those of the horse chestnut and have a pleasant, sassafras-like

odor when freshly broken. The flattened oblong buds grown alternately, each protected by two purplish-brown scales, cohering by their edges. When these open a tiny but perfect little leaf is seen, and another pair of scales, green this time, then another leaf and more scales, nested one within the other; each little leaf being folded together in the middle and then the blade bent down over the stem. Could anything be prettier than this?

Black Birch or Sweet Birch. Birch twigs are very slender and graceful with the glossiest of reddish-brown bark, looking as if freshly varnished. The green inner bark is delightfully aromatic, and the children will enjoy tasting as well as smelling it. If your branch came from a full-grown tree it will be apt to bear one or more clusters of what look like smooth, scaly brown caterpillars. These are the staminate flowers. The only essential parts of any flower are the *stamens,* which produce the fertilizing pollen, and the one or more *pistils,* which contain the ovules. The ovules develop into seeds after they have been fertilized by the pollen from the stamens. In the great majority of plants the stamens and pistils are both in the same flower, but in most of our forest trees they are found in different flowers, and so we speak of staminate flowers and pistillate flowers. The staminate generally grow in long-drooping clusters known as catkins and can always be recognized by the yellow pollen they scatter so generously and which is carried by the wind to the pistillate flowers. Both are usually of the simplest type—

nothing but a number of stamens or one or more pistils, as the case may be, surrounded by a few scales.

In the birches, the staminate flowers hang on the trees all winter, patiently waiting for the spring sunshine to change them into beautiful golden tassels. The pistillate develop later and are much more difficult to find, as they are small and erect and not nearly as numerous as the staminate. The scaly, sharply pointed leaf buds open and the plaited, silky leaves develop about the same time as the flowers.

Alder. This is a lowly relative of the birch which is common in all wet places. It is usually a much-branched shrub, but sometimes attains the proportions of a tree. All winter the branches are thickly hung with the catkins, both staminate and pistillate growing on the same twig. The long, drooping staminate catkins are thick and reddish or purplish-brown, while the pistillate are much smaller and erect. When the staminate flowers are scattering their pollen, if you look carefully you will notice little crimson hairs projecting from between the scales of the pistillate flowers; these are the stigmas of the pistils ready to receive any pollen the wind may blow on them. After the staminate have fallen, the pistillate mature into miniature cones such as you may find on some of your twigs, the fruits of last year's alder flowers. After flowering time is well over the large blunt buds open and the plaited, thickish leaves make their appearance.

Willow. There are many kinds of willows, almost all of

which are shrubs growing in moist ground, often in company with the alders. Those the children love best are the "pussy willows" that put forth silvery catkins in earliest spring. Indeed, the "pussies" may be seen peeping from beneath the brown scales any time during the winter if there has been a warm spell of a week or two. Like the alder, the flowers come before the leaves, but you will not be able to find staminate and pistillate flowers on the same bush, for one plant will bear only staminate flowers, another nothing but pistillate, suggesting the people in a Quaker meeting house—all the men on one side and all the women on the other. When young, both catkins look alike, but in time little yellow anthers will develop on some, while others will show tiny green flask-shaped pistils which contain the ovules. After the staminate catkins have shed their pollen, if the wind has carried some of it to the pistillate, the latter will become much larger and greener, and when the seeds are ripe the little green pods will split open and the tiny seeds float away, each with a tuft of silky hairs to serve as wings.

Red or Swamp Maple. This gives a touch of color to our winter bouquet, for branchlets and bud scales are quite red. The twigs are different from any we have noticed, for while the leaf buds are opposite, the larger flower buds grow in a cluster around the stem. The latter open first, a number of tiny florets coming out of each bud looking much more like orthodox flowers than the catkins we have been describing. Each little flower is provided with both petals and sepals, and sometimes

contains both stamens and pistils also, but as a rule the latter will be found in separate flowers. As in the willow, one tree will bear only staminate flowers, another tree only pistillate, or occasionally the same tree will show both kinds of flowers, but on different branches. The little twin pistils in the pistillate flower soon develop into the characteristic two-winged fruit or "key" found in all the maples. The pretty three- or five-pointed leaves do not come out of their winter quarters until the flowers have fallen.

The twigs described above are only samples. The long pointed beech buds, the resinous buds of the poplar, the curious naked bud of the butternut, the elm and hickory, lilac, cherry and apple from the garden, as well as any number of others will amply repay watching, giving one at the same time a delightful feeling of looking into Nature's workshop.

CHAPTER XLVI

BIRD LIFE

PERHAPS no branch of nature-study is quite as fascinating as the study of birds, and certainly none makes a stronger appeal to children. Their beauty of form and color, their songs, the building of the nest and the rearing of the young, are all within a child's understanding, and when he realizes how many so-called "human traits" the birds share with us, such as love, fear, anger, dislike, curiosity, it is easy to create a strong bond of sympathy between them and these "little brothers of the air." It may seem to many that birds are so shy it would take too much time to learn anything about them. It is true that patience must be part of the equipment of every bird student, but armed with this, a pair of opera glasses and a good bird book, it is not a difficult matter to make the acquaintance of the birds about our gardens, fields and orchards, and in passing let me say that birds are far more numerous in these places than in the heart of the woods. Moreover, with very little trouble you can attract many of them to your very doorstep where you can watch them at your leisure. If you will only keep clean water where they can get it for bathing and drinking, provide food for them in times of need, provide nesting places and nest-

ing material, you will be surprised to see how quickly they will avail themselves of your help and how tame many of them become in time. You mothers and teachers who have not as yet tried to make friends with the birds surely cannot realize what a perennial source of pleasure lies neglected at your very doors. But this is not all. There is an economic side to bird study as well as an esthetic. It has been proved that birds are most important allies in our war against injurious insects, and it has even been asserted that if they were to be exterminated the resultant increase of insect life would make the world absolutely uninhabitable. Therefore in leading the child to make friends with the birds, you will not only be giving him another live interest in the world of nature, but teaching him their immense economic value, and, by studying their habits, how best to avail himself of their services. Below are brief notes that will, it is hoped, serve as an introduction, should one be needed, to the common birds most closely associated with the varying seasons.

While the myriads of leaf and flower buds are swelling and unfolding, the birds too have felt the mysterious call of spring and are hastening back to the woods and fields and orchards they left the year before. It is true that a few species stay with us all the year round. These we call our permanent residents, like the downy woodpecker, crow, chickadee and song sparrow, but the great majority leave for the South early in the Fall or at the approach of winter. A few go no farther than our southern

states, but the larger number continue their journey to Mexico, Central and South America, many taking the seven hundred mile flight straight across the Gulf of Mexico. How wonderful that these tiny creatures should undertake aerial voyages covering so many thousands of miles from north to south, then back again twice a year with all the regularity of a pendulum. How the nature lover rejoices over their return. It never seems that spring is really here until we hear the whistle of the meadowlark from the field, the bluebird's soft warble and robin's cheerful song.

Yet even before these bring the news, the little song sparrow has told us in his happy strains that spring is near. Even in the midst of snow and sleet you can sometimes hear his "sweet-sweet-sweet-very-merry cheer," as Dr. Van Dyke happily paraphrases his notes. This cheery little optimist stays with us all the year round, but is silent and preoccupied in winter, flitting about near the ground in the low, swampy places he likes, for he is seldom found far from water. The song sparrow may be distinguished from his numerous sparrow cousins by the single large spot or blotch of dark brown, suggesting a locket, near the center of his striped and spotted breast and by the grayish line over each eye and through the center of his crown.

Flying squadrons of blackbirds form the usual vanguard of the northbound hosts. Of these the Purple Grackles, or Crow Blackbirds, with their iridescent black plumage, curious yellow eyes and disproportionately long tails, walk awkwardly about

our parks and lawns, while the smaller Red-winged Blackbirds take joyful possession of the swamps and marshes in which they and their forbears have doubtless nested for years. Here the male, a little smaller than a robin, flits about the alders or sails from his perch with out-stretched wings, displaying the scarlet epaulets on his shoulders and whistling his gurgly "o-ka-lee." The somewhat smaller Mrs. Redwing usually keeps under cover, yet you would probably not recognize her if you saw her, for she shows neither black nor red, being dark brown, streaked above with lighter brown and rusty, while beneath her light breast is heavily streaked with brown.

Shortly after the arrival of the blackbirds, the meadowlark, another member of the blackbird family, may be flushed from the grassy, open fields, whence comes his clear, piercingly sweet whistle with its appealing minor quality. Somewhat larger and plumper than the red-wing, the meadowlark, like almost all ground loving species, is a brownish, more or less streaked bird. If you are able to get close enough you will find that his throat and breast are bright yellow, the latter marked with a black crescent. A white feather on either side of his tail makes an excellent field mark in flight. In many places the meadowlark is a permanent resident.

The flicker, high-hole or golden winged woodpecker, to mention only a few of his numerous common names, is also a permanent resident in some places, like the meadowlark, but the majority return to us in March. Their loud and ringing call,

suggesting "wick-wick-wick-wick," is one of the welcome sounds of spring. If you watch whence the call comes, you will probably see a large gray-brown bird, about a foot in length, flying from tree to tree, showing a large white patch above the tail, and if you are close enough you may catch a glint of the golden lining of wings and tail. Should he light on the side of the tree, clinging by his toes and bracing himself by the stiff feathers of his tail, you might see him hammer out a loud rolling tattoo. If near enough you would be able to make out his gray head, set off by a scarlet band across the back of the neck, and the heavily black-spotted breast, adorned with a broad, black crescent. Like all his relatives, the flicker is a carpenter and uses his long stout bill to chisel out a capacious nest in some old tree trunk, making an entrance as round as if laid out with compasses. Unlike all other woodpeckers, however, the flicker is often seen on the ground, where he is doubtless searching for ants, which he impales on his marvelously long, sticky tongue.

The robin and the bluebird, the two best known members of the thrush family, may be looked for shortly after the first blackbird arrivals, or, if food has been especially abundant, a few may have spent the winter with us. Both take very kindly to civilization and are among the most neighborly of our feathered friends. The gentle bluebird, he "with the sky on his back and the earth on his breast," will gladly avail himself of hollow limbs on our premises or bird houses we put up for his con-

veniences if we do not allow his enemy, the ubiquitous and quarrelsome English sparrow, to drive him away.

The plump, active, tawny-breasted robin hops about our lawns with a proprietary air and builds his rather clumsy nest of grass and mud on our porches or in trees close about our doors. He is always much in evidence, having a great variety of call notes. His loud, clear song, often suggesting "trill-a-ree, trill-a-rah," is cheerful and pleasing, although not to be compared with those of his famous cousins, the wood thrush, veery and hermit thrush, who, by virtue of the liquid purity of their silvery notes, are universally conceded to be our sweetest singers.

The most common of the three is the wood thrush, who, fortunately for us, often nests in our parks and gardens. He is a little smaller than the robin and is quietly dressed in plain reddish-brown, brightest on the head; while he is white below, heavily spotted with darker brown. The wood thrush is far more quiet and dignified than the robin, and his leisurely, liquid song, almost always in phrases of three notes, has an indescribably lovely quality, expressive of serenity and peace. The wood thrush does not arrive from the south until after the middle of April.

The bluebird and robin are not the only birds that take kindly to man and his ways. The phoebe, chipping sparrow, house wren, the swift and some of the swallows will build close about our houses or barns if we offer them any induce-

ments, and most helpful and delightful neighbors will they prove to be.

In March, as soon as the first insects are abroad, the phoebe may be looked for. Unlike the other birds of which we have spoken, the members of the flycatcher family, to which the phoebe belongs, feed entirely upon insects. Phoebe is a rather top-heavy looking, brownish bird, a little larger than an English sparrow. Darkest on the head and whitish beneath, he has no conspicuous markings of any kind, but when perching sits very erect and keeps up a nervous twitching of his drooped tail, which is very characteristic. He reiterates his name over and over, "phe-be, phe-be, pe-wit-phe-be." It is not at all as musical as the sweet and plaintive "phe-bee" note of the chickadee, with which it is often confused, but it is a sign of spring, and we are glad to welcome the brown birds back to their old nesting places over doors and windows or under neighboring bridges. Here they build rather bulky nests composed of mud and moss.

The arrival of the swiftly darting swallows and chimney swifts makes another of the milestones of spring. Like the phoebe, they live entirely upon insects, which they catch upon the wing. Spending practically all their time in the air, their wings are long and strong, while their feet are correspondingly weak. The barn swallow, he of the iridescent blue back, tawny breast and long, scissor-like tail, builds a nest of mud and grasses lined with feathers on a beam or ledge in barn or

outbuilding, while the cliff, or eave swallow, makes a much more elaborate, pouch-shaped nest under its eaves. The latter may be distinguished from the barn swallows by the shorter, nearly square-cut tail with a reddish patch above it.

The chimney swift is often miscalled "chimney swallow." It is, in fact, no relation to the swallows, but is a cousin of the humming birds and nighthawks. The plumage is a dusky brown, quite befitting a bird that nests in chimneys. Swifts may be distinguished from swallows by their longer, more curving wings, which are often outstretched like a bow, and their apparent lack of a tail. Corresponding with the powerful wings, their feet are so undeveloped as to be useless, except for clinging to some support, while the bird, at the same time, braces itself with its stiff, pointed tail feathers. Their wonderful bracket-like nests of interlacing bits of dried twigs, held together with a glue-like secretion from the birds' mouths, are fastened to the interior of chimneys. Both swifts and swallows usually live in colonies, and their happy twittering notes are pleasant to hear, those of the swifts being much more varied and continuous. While they have no claim whatever as musicians, the "poetry of motion" is surely theirs.

The chipping sparrow, like the song sparrow, is a representative of our largest family of birds, the seed-eating finches. They come to us early in April and are trim, quiet little birds, smaller than the song sparrow and may be easily recognized by their pale gray, unmarked breasts and bright red-brown crown cap,

bordered with narrow black and gray lines. They spend much of their time on the ground eating grass and weed seeds or coming confidently to our doorstep for crumbs. Their family is brought up in a neatly made nest of grass, with a lining of horse hair, placed in bushes or vines, often close about our houses. The song is a high, thin, rather monotonous trill.

The house wren, belonging to the small wren family, does not arrive until some weeks after the chipping sparrow. A small bird, only about five inches in length, he makes up in energy what he lacks in size. Quick and nervous in all his actions, he sings and scolds and fights, if need be, his song being a sudden outpouring of rapid notes that seem to fairly tumble over each other, and is surprisingly loud for such a small bird. Wren plumage is somewhat reddish brown, faintly barred with fine black lines, while below it is grayish white. A further means of identification is the peculiar wren characteristic of "perking up" their tails. The nest of twigs, lined with grass and feathers, is usually made in a knot or bird house, but they will make use of all sorts of crevices or hollow places, from an empty tomato can to the pockets of a scarecrow.

The always interesting catbird is related to the wrens and has somewhat the same nervous, excitable temperament. A little smaller than a robin, he is trimly dressed in slaty gray, shading into black on the top of the head and the tail, with just a touch of chestnut under the latter. He is a frequenter of thickets, in whose tangles the nest of grasses, leaves and rootlets is built.

Catbirds are not at all averse to man's companionship and are often found about our gardens and orchards. If he helps himself to fruit, we must remember that it is probably but a small part of what he has saved us by the destruction of injurious insects. His nasal, cat-like call is often heard, but his delightfully sweet and varied song is much less familiar. It is a sort of medley slightly suggestive of that of his more celebrated cousin, the mocking bird.

CHAPTER XLVII

FROGS AND TOADS

THE birds do not furnish all the spring music, for the frogs and toads are also members of the vernal choir. Although the majority are silent all the rest of the year, during the breeding season, when the spawn is being laid in swamp, woodland pool or shallow pond, the air often resounds with their notes, some musical, others harsh and croaking. Each species has its own distinctive call, although not all are as characteristic as the shrill piping of the tiny peepers, the low musical trill of the toads or the deep bass ejaculations of the bullfrog. As in the great majority of birds and insects, it is the males that do the singing. Frogs and toads really sing through their noses, their mouths being kept closed, but the sound is greatly increased in volume by the inflation of air sacs in their throats, or, in a few species, on the shoulders. Watch a toad or tree frog calling, and the throat swells out below the mouth until it suggests a big bladder or a bagpipe in miniature.

When the frog chorus is at its height is the time to look for the spawn. It occurs in roundish, jelly-like masses made up of a number of round, transparent eggs, each with a dark center, which is the embryo. It not infrequently suggests cooked

tapioca in appearance. The size of the egg mass and the number and size of the eggs composing it vary with the different species. That of the wood frog, for example, one of the largest is often four or five inches across and may contain from one to three thousand eggs. In the spawn of the spring peeper, on the other hand, the eggs are in small masses of from four to ten or may even be laid singly. Frog spawn may float at the surface or be attached to submerged sticks or water plants. Toad-spawn is never in masses, but in long strings of transparent jelly dotted at regular intervals by a single row of what look like small black beads. There may be from eight to ten thousand eggs in one laying. The spawn may be looked for on shallow pond borders, still pools in quiet streams or in ditches, and is usually tangled about the stems and grasses and more or less obscured by dirt.

The spawn is most easily collected in a net, or, failing that, a large kitchen strainer fastened on a stick or a wire corn popper will answer the purpose. Carry it home in a jar and place in a wide-mouthed vessel, like a bowl or deep pan, filled with water, and keep in a cool place. The best results seem to be obtained when only twenty or thirty eggs are placed in each bowl. The wondrous development of a tiny black dot in a bit of jelly into a full grown frog or toad can be watched step by step and is something that every single child should see; it is a page of life that is far more instructive and inspiring than a whole volume of description.

The changes, in brief, are as follows: The embryo, at first round, becomes elongated, then head and tail can be made out; there are signs of life when touched, and before long the tiny tadpole is hatched. Gills can then be seen at the side of the head and the breathing pore on the left side of the body made out. The hind legs appear first, later the front ones, while the tail begins to diminish in size, being gradually absorbed into the substance of the body. The tadpole will soon be seen rushing to the top of the water at intervals, which means that lungs are beginning to develop, and before long the little frog or toad is ready for the second or terrestrial stage of its existence. The time taken for this metamorphosis varies greatly in the different species—from five to six weeks in the toad and wood frog to two years in the bullfrog, the latter spending an entire year or even longer in the tadpole stage. The length of time also depends somewhat upon the food supply. At first many kinds of tadpoles feed upon the jelly of the egg mass. If your aquarium is large enough to support considerable plant life, like water cress and milfoil or any of the plants found growing under water where you collected your spawn, the tadpoles will probably be able to scrape off sufficient food from the surface of these and the sides of the glass, but the food supply can be supplemented to advantage with tiny bits of fish food such as is sold at aquarium stores, or small particles of meat. Great care must be taken to immediately remove any particles of food not eaten, for if the water becomes foul in any way the tadpoles

will promptly die. As a rule, toad tadpoles are blacker than those of frogs and develop more rapidly. Adult toads have a roughened, warty skin, and no trace of teeth on their jaws, while frogs are mostly smooth and slippery and their upper jaw is provided with teeth. In all the group, the tongue, unlike ours, is fastened to the front part of the jaw. The small tree frogs may always be recognized by the round adhesive disks at the end of their toes, which enable them to climb with ease. One interesting point in regard to both toads and frogs is their ability to change color more or less, like the chameleon. This power is especially marked in the tree frogs. This often enables them to harmonize so perfectly with their surroundings that they become very difficult to see, plainly a great protection to these inoffensive animals against their many enemies. Below are brief notes on some of the more common and interesting species.

The *spring peeper* or Pickering's hyla (tree frog family). In earliest spring when red-winged blackbirds are coming back and alder tassels are lengthening, the nature lover listens eagerly for the very high yet musical "phee-phee-phee" of the first peeper. It is so birdlike a note that the novice in nature lore is always astonished to learn that it is made by a mite of a brown frog in the water. Later in the season the shrill chorus of hundreds of these little frogs resounds from every swamp and marsh, so loud and penetrating, especially at evening, as to be heard a quarter of a mile away. This little tree frog, or

hyla, is the smallest of the frogs, being only about an inch in length when full grown. Although very difficult to see while in the water, when the spawning season is over in May, sharp eyes may discover them hopping about among the ferns and mosses. It is most commonly a pale brown or fawn color, exactly matching the dead leaves. Pick one up gently and watch the pretty gold-bordered eyes, the palpitating throat, the little round disks at the end of the toes and the dark markings on the back in the shape of an oblique cross.

The *common tree frog,* or many-colored hyla, is usually called the tree "toad," but as there are teeth on the upper jaw, it is really a frog, although rather toad-like in shape and with a skin that is quite roughened. It is about two inches in length and the disks on the toes are more prominent than in the small peeper. Much more variable in coloring than any of its relatives, the same frog may be brown one hour and gray or greenish the next. It is perhaps most often gray with an irregular darker star-like marking on the upper back, making it very difficult to distinguish when on lichen-covered bark. In proof of this, although these little frogs are common in woods and orchards and gardens, and their loud trilled "tur-rdt-tur-rdt" is familiar to almost everyone, very few have ever seen the singer.

The pretty *wood frog* is the most terrestrial of the true frogs and is only found in the water at spawning time. It varies considerably in coloring, although usually a pale brown, but it can

always be recognized by a well-defined black patch just back of each eye. With a body from two or three inches in length, its hind legs are unusually long in proportion, and in consequence this little frog is a phenomenal jumper. Usually the first species to spawn in the spring, its note is a horse croak only heard during the breeding season.

All three of the above frogs make most interesting inhabitants of a winter terrarium. The children are always delighted to see the tree frogs climb up the glass, hump themselves in the corners or make flying leaps after flies, while their color changes offer a most interesting subject for observation and experiment. The wood frogs soon become tame and will take worms from your fingers. If you have male frogs and the surroundings and food are to their liking, they not infrequently sing.

Of the more aquatic frogs that have their toes more fully webbed, there are two common species, the handsome greenish Leopard Frog and the browner Pickerel Frog, while the Green Frog is often found about springs, into which he is apt to splash with a startled "k-chung!" as you approach. The bullfrog is our largest and most aquatic species. He is quite omnivorous in his tastes and snaps at anything he can possibly swallow, from one of his own children to a piece of red flannel.

Of the entire group the common and homely toad is the most interesting and intelligent as well as the most useful. There is no truth in the foolish story that they cause warts. The toad's ugliness is his only protection, for he looks so much like crumbly

brown earth that when squatted on it he is practically invisible. There is no excuse for our not being well acquainted with him, for he comes to our very doors and spends his life in our gardens, faring forth at night to feed upon the numberless insects that flourish in every garden. A toad has a most astonishing appetite and devours innumerable flies, worms, beetles, bugs and caterpillars, and, as the great majority of these are injurious, toads in a garden unquestionably mean more money in its owner's pocket from better crops. There is, therefore, an economic side to raising toads from the spawn. When full grown they should be put in the yard or garden and provided with dark, moist places in which to stay during the daytime, for exposure to dry heat quickly kills them. If well treated, they soon become tame, and the children will delight in watching them impale the luckless insects on their long, sticky tongues, although it is done so quickly that one sees only the merest flash of pink. All the water they need is absorbed through their skins.

CHAPTER XLVIII

PLANT LIFE

AS a rule children are more interested in animals than in plants because the former "do" more, but if, instead of being looked upon simply as a "specimen" to be brought home and labeled, a plant is considered as a living, growing organism with one great object in life—the production of seed—and having to hold its own in the struggle for existence just as an animal does, it will make an equally strong appeal to the child. This view of a plant he can hardly fail to get if he has a garden of his own and cares for the plants himself. His labors in their behalf will almost certainly awaken that sense of personal association with nature which is the surest basis of permanent interest.

Again, children like to investigate, and if the keynote of plant study is largely "how and why," it will be almost certain to elicit an enthusiastic response. There are numerous questions upon which they can gain knowledge from their own observations and experiments, such as: How much does a seedling grow from day to day? Find some of the ways in which fruits and seeds are dispersed in the fall. What preparations do plants make for the winter? What insects

do you find visiting flowers? What plants will grow only in water, or where it is very wet? In early spring the joy of discovery adds a further incentive to plant study. "Who will find the first wild flower?" usually sends a happy exploring party to the woods. But do not make the mistake of thinking that, when a plant has been brought in and its name has been found, you therefore know the plant. That is merely an introduction, a preliminary to further acquaintance. Ask the children in what kind of places it grew and what plants were growing with it, whether they saw any insects about it and what they were doing. Lead them to notice the different parts of the flower and how they are arranged; and, if several kinds of flowers are brought in, ask them what points of resemblance they can find. In a general conversation of this kind the children will gain a great deal of valuable information without knowing it, which, after all, is the ideal way of acquiring knowledge. It will not take long for wide-awake children to make the acquaintance of the plants of their neighborhood, including, of course, the trees and shrubs. Surely everybody, young and old, should know these, and the knowing cannot fail to prove a source of pleasure.

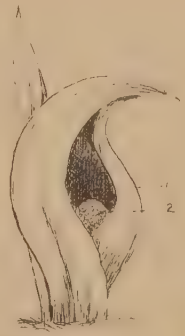
From the very beginning every mother and teacher should impress upon the children the necessity of moderation and care in the gathering of wild plants and flowers. Who that lives near a large city or town has not been saddened by the sight of trampled fields, broken shrubs and dead or wilted flowers

Indian Turnip

Staminate Pistillate

Disk Flower Ray Flower of Aster

Wild Ginger



Skunk Cabbage
1 Spath
2 Spadix

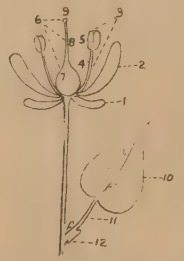


Diagram of a Flower

1 Sepal	7 Ovary
2 Petal	8 Style
3 Stamen	9 Stigma
4 Filament	10 Leaf Blade
5 Anther	11 Petiole
6 Pistil	12 Stipules

Field Horsetail

Spice Bush

everywhere, especially after a Sunday or holiday? It is doubtless largely due to thoughtlessness; therefore, children should be early made to realize that if they gather all the flowers they see or injure the plants, not only will they be depriving others of pleasure, but if the plants are very rare there is actually danger of their extermination. That this danger is not imaginary is shown by the fact that within the past few years two societies have been organized for the specific purpose of encouraging the protection and preservation of our native plants, and that in several states the picking of certain rare and beautiful flowers is forbidden by law.

In the few pages at my disposal it is possible to call attention to only a very few of the characteristic plants of each season, especially those that will be apt to interest children.

Spring's pioneer is the humble Skunk Cabbage (Arum Family), whose pointed hoods may be looked for in all swampy places, even before winter has really left us. Only a few inches in height, the thick, cowl-like hoods (the spathes) are variable in coloring, sometimes maroon or mahogany color, again yellowish-green or variously striped and mottled. If you look within, you will see a round head (the spadix) of small, close-set flowers, which show best when the spadix is cut across. Flies and other small insects may often be seen within the hood, visitors in search of early pollen. The sharply pointed, closely rolled cone of leaves appears shortly after the flowers, expanding later into the spreading cluster

of great, broad, veiny leaves that so often carpet woodland swamps. If any part of the plant is crushed or broken, the reason for its common name becomes only too apparent.

The next arrival is usually the dainty Hepatica or Liverwort (Buttercup Family), whose flowers have been snugly packed away in fur-lined scaly buds just beneath the surface of the ground. A few warm spring days will coax them out, the pale blue, white or lavender-tinted flowers lifting themselves on silky stems above their last year's leaves. These are thickish, often purplish beneath, and have three large rounded lobes. The furry new leaves do not appear until after the flowers have faded. The hepatica is common in rich woods, especially in the vicinity of rocks.

The little pink and white flower, prettily known as the Spring Beauty (Portulaca Family), usually follows hard upon the hepatica. Common in moist places in open woods, it may be easily recognized by its somewhat fleshy, grasslike leaves, a pair of which grow half way up the rather weak stem of the flower cluster. The five white or pinkish petals are prettily veined with rose color, and like its relatives, the garden Portulacas, only expand under the magic touch of the sunshine. An interesting Indian myth of the spring beauty is told by Longfellow in Hiawatha.

Children always enjoy finding the dainty little Dicentra (Fumitory Family), although they like better its common name of Dutchmen's Breeches, suggested by the two diverging

spurs of the white corolla. They will also be interested in finding the inner pair of fiddle-shaped petals which conceal the stamens and pistil. The whole plant is smooth and delicate, and is common on rich wooded hillsides. The deeply cut, three-parted leaves and the stems of nodding white, yellow-tipped flowers spring from small, three-cornered pinkish tubers that are crowded together to form a sort of bulb. Its nearest relative is the Bleeding Heart of the gardens.

In the Bloodroot (Poppy Family) each little white bud pushes through the soil, carefully wrapped within a single green leaf. As this gradually unfolds its deep cut, scalloped lobes the flower stem lengthens and the single flower spreads wide its eight or ten pure white petals about the golden stamens and single greenish pistil. Like its cousins, the poppies, its beauty is shortlived. The thick underground rootstock, when broken, exudes a bright orange-red juice, which, perchance, the Indian once utilized for his war-paint. The bloodroot is to be looked for in open woods or wood borders, especially where it is more or less moist and stony.

The Wild Ginger (Birthwort Family) grows in patches on rich wooded hillsides. The handsome, broadly heart-shaped leaves are easily seen, but it takes sharp eyes to find the curious little flowers hiding close to the ground at their feet, and are borne on short, drooping stems from between a pair of leaves. They are somewhat bell-shaped, and there are no petals, the three purplish brown sepals ending in sharp points. The

slender branching root stocks smell and taste surprisingly like ginger.

Another aromatic plant is the Spice Bush, Fever Bush or Benzoin (Laurel Family), a tall, much-branched shrub that is common in damp woods. Soon after the alder "shakes out her powdery curls" the slender leafless branches of the spice bush are thickly covered with close-set clusters of small greenish-yellow flowers. These have six spreading petals, and like the maple, they may contain both stamens and pistils or, as is usually the case, one bush will produce only staminate flowers, another only pistillate. The rather large, somewhat oblong leaves appear later. They, as well as the flowers and bark, have a characteristic odor and taste somewhat suggestive of allspice.

There is a puzzling little plant that is very common in early spring, appearing by the hundreds in sandy fields, roadsides, and even in the cinders along railroad tracks. All you can see are pale, pinkish-brown, hollow stems, perhaps six or eight inches in height, which are furrowed longitudinally. Rings of small, pointed black scales are arranged close about the stem at regular intervals, while at the top is an oblong, somewhat cone-like, cluster of flat scales from which you can shake a greenish powder. If you collect a little of this powder and watch it through a magnifying glass as it dries out, you will see it suddenly change into a fluffy mass of spores, each one squirming and wriggling in the liveliest possible manner. Now place

a drop of water near enough for its moisture to affect the spores and the motion will instantly cease. This apparent miracle is due to tiny appendages which coil closely around the spore when moist, but spread out four arms, cross-like, as they dry. The brown stems that produce these surprising spores soon wither and die; but before they have all gone you will generally find what look like tiny evergreens pushing through the ground near by. These green plants live and flourish all summer, often growing a foot or more in height, and develop numerous jointed leafless branches, which are three or four angled and grow in whorls about the jointed stem. This curious plant is the Common or Field Horsetail. It is the brownish fertile stems that produce the spores, the green sterile stems developing later, both coming from creeping underground stems.

Horsetails belong to the lower "flowerless plants," together with the ferns, mosses and lichens. Of these, the children's attention should surely be called to the "baby ferns," that are one of the prettiest sights of the spring woods. They push through the ground, with their delicate tops rolled up into a tight spiral like a shepherd's crook. It is well worth while to take a fern plant home that the wonderful unfolding process may be followed day by day.

As soon as the sharply pointed tips of the Jack-in-the-Pulpit (Arum Family) show through the soil one of these might well be taken also, as it is another interesting specimen of

nature's packing. When fully developed, there will be a pair of leaves, each with three leaflets, and between them the greenish or reddish-brown, more or less striped pulpit (the spathe), within which is the smooth, club-like "Jack" (the spadix). The flowers proper must be looked for at the very base of the spadix, and the staminate and pistillate grow on separate plants. The former are somewhat scattered clusters of purplish stamens; the latter, close set, green, berry-like ovaries, with a little point at the top. After leaves and pulpit have withered, these latter mature into a cluster of brilliant scarlet berries. The small flies and gnats that are not infrequently found within the pulpits doubtless serve as pollen carriers. The part of the plant below ground is unmistakable, looking like a flattened wrinkled turnip with a fringe of rootlets at the base, and as every country boy knows, its taste is as fiery as tabasco sauce. It is sometimes known as Indian turnip, because the Indians used to boil and eat it.

The Trilliums are an interesting group of plants belonging to the Lily Family, which grow in rich, damp woodlands. There is no mistaking them, for all are built on a plan of three, with three broad leaves at the top of a slender stem, from among which appears the single flower. This has three green sepals, three white, or, in some species red-purple petals, two sets of stamens with three in each set and a three-parted pistil. They are sometimes termed Trinity flower, and are also prettily known as Wake-robins. One of the earliest species to

come to bloom is the large ill-scented purple Trillium, or Birth-root. The carrion-like odor, which is so disagreeable to us, has a potent attraction for the greenish flesh flies that are often found about it, and doubtless carry its pollen. In the Nodding Trillium, while the bud is erect, the full-grown flower turns down and hides beneath the leaves. The large-flowered Trillium, with its wavy-edge, waxy white petals, is the most beautiful of all.

Solomon's Seal is another interesting woodland plant of the Lily Family. Its slender, graceful stem, from one to three feet in height, bears smooth, dark green, lily-like leaves arranged alternately on either side. It is unmistakable in bloom when a row of small whitish-green bells droops beneath the curving stem, usually a pair from the base of each leaf. The fruit is a berry, at first green and later blue-black. You will have to dig up the jointed root stock to discover the "seals" that have given the plant its common name. They are the smooth, round scars, one on each joint, that show where former flower stems have been. As there is only one of these each year, by counting the seals you can tell the age of the plant.

The False Solomon's Seal, also known as False Spikenard, often grows with the true, but there is no reason for confusing them, for the false is less smooth, with a somewhat zigzag stem, while the numerous tiny white flowers, not at all bell-like, grow in a rather long branching cluster at the end of the curving stem. The flowers are rather fragrant, and the

small greenish berries are prettily flecked with red. The seals do not show as plainly as in the True Solomon's Seal.

By the time that the Trilliums and Solomon's Seals are in full bloom, the earliest flowers, like the hepatica, dicentra, bloodroot, as well as many others of which we have not spoken, the arbutus, marsh marigold, adder's tongue, anemones and early rue, have well nigh disappeared; the trees are in full leaf, all the birds are back, the frogs and toads are silent and before we know it, summer is here.

The children will be interested in collecting data for a spring record to be kept from year to year, in which may be noted the date when and where each flower was first found in bloom, when the spring birds were seen and heard for the first time, when the first peeper was heard, the first butterfly seen, and any other observations they have made, with the name of the child contributing them.

CHAPTER XLIX

SUMMER—INTERESTING SUMMER PLANTS

THE most beautiful and interesting shrubs that are to be found in bloom in late spring and early summer are unquestionably the azaleas, rhododendron and laurel (Heath Family), one or more species of which may be found from Canada to Florida. The earliest and most common is the Pink Azalea, or Pinxter flower, sometimes known as Wild Honeysuckle, in which the clusters of fragrant deep pink to almost white flowers appear with the leaves or sometimes precede them. The narrow crimson-pink tube expands into an irregular five-lobed border, while the five long thread-like stamens and the long slender pistil project much beyond the flower. This is characteristic of all the azaleas, as are also the two tiny round holes at the tip of the anther, a convenient arrangement for letting out the dust-like pollen. Bees visit the plant for the nectar, and the children will be interested to see how they make use of the long, slender pistil as a landing place.

The azaleas' larger relative, the handsome Rhododendron, often makes impenetrable thickets in its mountain fastnesses. The long, glossy leaves are evergreen, and make a fine back-

ground for the dense clusters of rosy-white flowers that develop from the large scaly buds of the previous autumn. They are more regular in shape than the azalea flowers and the throat is spotted with yellow.

The smaller Mountain Laurel is equally beautiful. It has somewhat similar evergreen leaves, but they are smaller, more pointed and of a livelier green. The rose-pink to white flowers grow in dense rounded clusters and are decidedly unique in shape. The conical buds show ten curious protuberances at the base, from each of which a ridge runs to the top. When the bud opens, each protuberance proves to be a little depression or pocket on the face of the somewhat angled, saucer-shaped corolla. In every little pocket the anther of a stamen fits, the stems or filaments of the anthers radiating to the pistil in the center, like the spokes of a wheel, except that they are curved. Ask the children to touch the stamens, one at a time, with a pin or a pencil point, and see what happens, and if possible, to watch bees visiting the flowers. They will then see how the insect in search of honey (nectar), provided by the flower as a bait, must carry away more or less pollen on some part of its body, owing to the ingenious mechanism of the stamens. Then as it enters the next flower some of the dust-like pollen will almost certainly be brushed off on the pistil. Thus the insect, all unwittingly, is pressed into service as a pollen-carrier, and so helps the plant produce its seed. When they have grasped this truth, so plainly exemplified in the

laurel flower, they will probably be able to find many different contrivances for bringing about the same result in other flowers visited by insects. This whole subject of the relation between plants and insects is one of the most fascinating in the whole realm of nature study.

The strange little plants, known as Indian Pipes, that one often comes across in dark, rich woods in July or August, never fail to interest children. They are ghostly pipes, for the scaly stems, four to six inches or more in height, with the single nodding flower at the top, are a pure waxy white, although turning black after having been picked some time. Two or three of these rather uncanny-looking flowers grow in a cluster from a ball of closely matted rootlets down among the decaying leaves. Strange as it may seem, the Indian Pipe belongs to the same Heath Family as the azaleas and laurel spoken of above; but it is a "degenerate," for, instead of taking in water and chemicals from the soil, and with the aid of sunlight and leaf-green manufacturing food for itself as other plants do in their leaf "laboratories," this plant lives like the lowly fungis, getting the food it needs from decaying vegetable matter. Not making its own food, it does not need green leaves, and in the nice economy of nature, parts that are never used in the course of time become rudimentary or are entirely lost, so these plants have only a few colorless scales where their leaves should be.

The Dodder is an even greater degenerate, belonging to the Morning Glory Family, for it has no roots at all except when

Leaf and Flower of Dutchman's Breeches (Dicentra)
Indian Pipe
Dodder
Flowers of Pistillate Willow
Flowers of Staminate Willow
Spring beauty
Hepatica
1 New Leaves
2 Last Year's Leaves

a tiny seedling; has lost its leaves and hasn't even scales large enough to see. Probably most people have noticed its slender leafless stems looking like deep yellow cord twined and tangled about the plants in swampy places, without knowing what they were. In late summer or fall close clusters of small, nearly globular whitish flowers may almost always be found if one looks for them. Untwine some of the stems carefully and numerous little projections can be seen, which are the suckers the dodder sends down into the host plant to steal the sap. The dodder is thus a parasite, pure and simple, having entirely lost the power of making sap for itself. It will thus be seen that a study of the above plants will not only enlarge the children's botanical knowledge, but effectively "point a moral" as well.

The interesting plant variously known as the Jewel-weed, Touch-me-not and Lady's Eardrop, is very common in moist, shady places, not infrequently being a victim of the dodder. There is no mistaking the Touch-me-not, with its smooth, branching, succulent stems, that are almost translucent and much swollen at the joints. Usually three or four feet in height, the rather small scalloped leaves are exceedingly thin and delicate, while from July to October the odd little flowers hang from the tips of the branches on slender, nodding stems. They are usually orange-yellow, sparingly spotted with red-brown, and are irregular in shape, ending in an inflated nectar sac, which tapers into a little tail-like, upturned spur. When the

pale green pods are mature, they have the curious habit of exploding, for at a touch the five valves or pieces composing it curl up elastically with sufficient force to throw the seeds several feet, surely a most ingenious method of dispersing them. This habit accounts for the names of touch-me-not and snap weed, while if you will hold a leaf under water you will see the appropriateness of the name Silverweed. A microscopic film of wax on the leaves causes the drops to roll off and makes it a thing of beauty on dewy mornings. The humming bird may often be seen visiting this flower, probing the honey sac with its long slender bill.

The milkweeds are a familiar group of plants, with representatives in woods, fields and swamps, and are interesting from many standpoints. The common Milkweed, found along roadsides and in open places almost everywhere, may be known by its stout, erect stem, large pale green opposite leaves and rounded clusters of heavily scented, drooping pinkish flowers. If you break any part of the plant, a sticky, milky juice exudes, like that from the India rubber plant. The structure of the flower is very curious. There are in the center five prominent horns, which contain the nectar. Between these are little pockets, with narrow slits for openings. Push a pin or sharp pencil point into one of these and you will probably bring out a pair of club-shaped masses of sticky pollen. When the bee comes for nectar some of his feet are almost certain to get into the slits, and when he pulls them out, out comes the pollen, too.

Occasionally he gets caught as in a trap and cannot get them out, and dead victims may not infrequently be found hanging from the flowers. If he does get out, the pollen is pretty certain to be scraped off against the concealed pistil of either that flower or of some other. The whole contrivance is very complicated and wonderful. The fruit is a long, horn-like pod, within which are rows upon rows of overlapping flat, brown seeds, each with a tuft of glossy white silk at the top, which later opens out into a silky parachute, to carry off the seeds.

The ordinary Ox-eye Daisy that children love and farmers detest is so abundant everywhere and its relatives are so numerous that everyone should know something about them; and although the Composite Family to which they belong is the largest family of flowering plants, a child can easily learn to recognize the most striking family traits. What we call a daisy or a sunflower or a Black-eyed Susan is not the single flower that it looks, but is really a whole family of flowers set close together to form a head and surrounded on the outside by one or more rows of scales. A large cultivated sunflower shows this very plainly. The flowers are seen to be of two kinds, and each has its own work to do. Those in the center are small and tubular in shape, with five little teeth at the top. They have both stamens and pistils, the stamens being fastened together in a little ring about the pistil. These are called disk flowers, and their special work is to produce the seed. The little flowers on the outside are known as banner or ray flowers. They are

larger and far more conspicuous, having long, narrow petal-like or strap-shaped corollas. In many flowers they have neither stamens nor pistils, while in others they may have a pistil, but produce no seed, their work being to attract the notice of insects so that they will visit the flowers and, incidentally, act as pollen carriers. The Black-eyed Susan, goldenrod, aster, fleabane, chamomile and yarrow all have flowers arranged on this plan. In the bonesets and thistles all the members of the flower family are of one kind, all being tubular and all producing seed. In still another branch of the Composite Family, the flowers, while all of the same kind, have strap-shaped corollas, as in the dandelion, chicory, lettuce and hawkweed. The Black-eyed Susan, or cone flower, has the same general plan as the daisy, but the ray flowers are a clear orange-yellow, and the purplish-brown disk flowers instead of growing on a flat receptacle, as in the daisy and sunflower, are raised above the banner flowers on a strongly convex disk. The Boneset, or Thoroughwort, of the swamps should be studied because its small flowered heads are made up of a few flowers that are all tubular. In the common boneset these are a dingy white, while the characteristic leaves grow in pairs, the united bases giving the appearance of a single leaf, with the stem growing through the middle. A large proportion of all the flowers of the late summer and fall belong to this great Composite Family, and the children will be interested to see how many they can find. A goodly number will be sure to be members of the two

Rough Leaved Goldenrod
Canada Goldenrod
White Wood Aster
Blue Wood
Aster

large groups of goldenrods and asters, each comprising a large number of species. For instance, there are eighty or more species of Goldenrod in the United States, as against one in Europe, and from July until October one or more kinds can be found in bloom in fields and swamps, in the woods and by the roadside, even the seashore having its distinctive species. These are some of the reasons given by those who advocate the Goldenrod as the most appropriate national flower.

The asters vie with the goldenrods in attractiveness and abundance, and add very largely to the beauty of our woods and roadsides in the early fall. Their starry flower-heads show rays of every shade, from deep purple through various shades of blue, lilac and lavender to white. The small disk-flowers are yellow, occasionally turning more or less purplish. A large majority of both goldenrods and asters have received no common names.

CHAPTER L

INSECT LIFE

SUMMER time is the heyday of the insects, and one can spend very little time out of doors without seeing butterflies and bees hovering about the flowers, starting up the grasshoppers in the grass, while at night the fireflies dance over the meadows and the moths are lured about our lights. In fact, insects are to be found everywhere—in the air, the ground, the water, in the trees that shade us and the houses in which we live. Therefore, we should surely teach our children something about them. Moreover, the study of insects has exceptional advantages because, being small, they can be kept and watched with little difficulty, and the children can follow their development step by step, getting all their knowledge first hand. Many insect life histories are so wonderful that they will surely feel as if fairy tales were materializing before their eyes. It means even more than that, for I firmly believe that no one, young or old, can follow the transformation of even a single butterfly or moth from the tiny egg through the lowly caterpillar stage and the quiescent period of pupation to the winged and perfect insect, without gaining something far deeper and more valuable than the mere facts, adding something to his life

that was not there before and that mere reading about would never give him.

All insects pass through a number of changes before they reach maturity. In the grasshoppers, bugs and dragon flies, for example, the changes are more or less gradual and the insects are active all the time, there being only three stages, egg, nymph and adult. But in the moths, butterflies, ants, bees, wasps, flies and mosquitoes, there are four stages—egg, larvae, pupa and adult, and the transformation is said to be complete. The time taken to complete the cycle also varies greatly. The housefly and mosquito, for example, pass through all the stages from egg to adult in about ten days, while the cicada (commonly called locust) requires seventeen years. These wondrous changes are going on every day in field and forest, garden and hedgerow, yet how few there are who know it! Let us see to it that insect life is not a sealed book to our children.

COMMON BUTTERFLIES AND MOTHS

As butterflies are usually the first insects to attract the child, they make an admirable introduction to the study of insect life. Lead them to observe the great variety in color and markings and the differences usually found between the upper and under side of the wings, to watch their manner of flight, of resting and the way they sip the nectar of flowers. Should you have a dead specimen, they will be greatly interested in seeing the curious coiled tongue and the knobbed antennae,

while a lens will show the numerous facets of the eyes and make clear that the "dust" of their wings is really innumerable minute fringed scales, closely shingled all over its surface. Then study a caterpillar to see what this beautiful creature looked like in its youth.

The caterpillars can be kept in a terrarium, or even an improvised one of a lamp chimney, covered with netting and set in a flower pot or in a box with a piece of glass over it. They must be kept supplied with fresh leaves, and, although they need very little air, they require water to drink occasionally, which may be supplied by sprinkling the leaves. When collecting caterpillars be sure to note the plant on which they are feeding or take some of the leaves, for a number of species are exceedingly particular as to what they will eat, and will often starve rather than eat any other kind. They may sometimes be induced to eat the leaves of closely related plants, for caterpillars, as well as the adult moths and butterflies, seem to be excellent botanists. The Black Swallowtail, for instance, always lays its eggs on some member of the Parsley Family, as carrot, parsley or caraway, and its larvae disdain any other food, while the caterpillar of one of the sphinx moths will eat only plants belonging to the Vine Family, another to the Potato Family. However, the majority are not so particular, and in my experience willow and wild cherry are acceptable to a large number. The larval stage is the growing time, and the caterpillar, for the four to six weeks commonly spent in this

stage, does little except eat, the leaves seeming to melt away under the rapid-moving jaws. Eating so much, they grow very rapidly, so this necessitates shedding the old hard skin four or five times, moulting and coming out in a newer and larger suit. Soon after attaining full size a moth caterpillar begins the wonderful process of spinning a cocoon in which to pass the next, or pupa, stage, or, in some species, burrows into the ground to transform, while a butterfly larva spins a little button of silk and often a silken girdle from which to suspend itself when changing somewhat in form and shedding its last skin; it then becomes a chrysalis. This is the special name applied to the more or less pointed and angular pupa of a butterfly. In a number of butterflies this quiescent stage lasts from ten to fourteen days. Then comes the wonderful moment of resurrection, when the chrysalis cracks and the beautiful winged insect emerges from its mummy case. The wings, at first soft and crumpled, soon expand in their full beauty. There is not one step of the above process that any child may not see and study for himself.

Frail as they are, a few species of butterflies live through our coldest winters, snugly hidden in crevices of rocks, old buildings or hollow trees. Among these are the Mourning Cloak, the Tortoise Shell Butterfly and the Red Admiral. The Mourning Cloak (Vanessa) is the first to wake from its winter nap and may be seen flying about the leafless woods in early March. Before the flowers come they may

often be seen sipping the sap flowing from some injured tree. The wings are a velvety purple-brown, bordered with pale yellow, and further adorned with a row of light blue dots; beneath, it is a wood brown crossed with innumerable fine wavy black lines. The eggs are laid about the middle of April, usually on willow, poplar or elm, and, contrary to usual butterfly custom, are in a cluster instead of singly. If some weeks later you find a young willow or elm branch with the leaves eaten to the midrib, you will be pretty certain to find a colony of the spiny, black, red-spotted mourning cloak caterpillar in the neighborhood and perhaps one or more sets of their cast-off clothes. When about two inches long they change into rather spiny chrysalides, and the new brood makes its appearance early in July just as the last battered survivors of the winter are disappearing. Still another brood appears in September and in late November. These seek sheltered spots in which to hibernate.

The cabbage butterfly, on the other hand, spends the winter in the chrysalis state, but comes out early and is usually the second common butterfly on the wing. It may be seen everywhere in fields, gardens and roadsides from April until November. About two inches across, it is white above except for the black tips of the fore-wings and a black dot near the center of each, or, in the female, two dots. If there is a turnip or cabbage patch in your garden, you will have no difficulty in finding the whitish club-shaped eggs laid singly on the underside of a leaf

or the small, cylindrical green caterpillars. Not infrequently the yellowish, rather angular chrysalides will be found there too. The cabbage butterfly is one of our undesirable European immigrants, the most injurious species we have, its larvae destroying thousands of dollars worth of cabbages every year.

The related clouded sulphur butterfly is almost as common in open fields and meadows, especially clover fields, for it is on this plant that the eggs are usually laid and the caterpillars feed. The latter are very similar to those of the cabbage butterfly except for a reddish stripe along the sides. The butterfly is a sulphur yellow above, the wings margined with brownish-black, while they are somewhat darker beneath, with a reddish eye-spot in the center of each hind wing. It is sometimes known as the "puddle butterfly" because numbers of them may often be found resting about wet places in the road.

The aristocrats among the butterflies are the large and handsome swallowtails, which may always be recognized by the tail-like appendage at the end of each hind wing. The black swallowtail, which is common in fields from May until October, has black wings bordered with a double row of yellow spots, with more or less blue between them, and an orange eye-spot near the tail. The caterpillar must be looked for on parsley, carrot or other plants of that family, and when full grown is smooth and light green with numerous transverse, velvety black bands, studded with yellow spots. If disturbed, it will thrust out soft reddish-orange horns from the back of the head, at the

same time emitting a pungent, rather disagreeable odor. This curious habit is common to all swallowtail caterpillars and is a source of unfailing interest to the children.

The handsome tiger swallowtail is yellow with transverse stripes of black and a border of black studded with yellow or orange spots, while there is a blue and orange eye-spot near the tails. It is larger than the former species, and as a rule flies higher. The curious caterpillar, when full grown, is green, with the front part much enlarged, suggesting a head, while two black and yellow eye-spots strongly suggest eyes. On the narrower part there are several rows of turquoise-blue dots. While not nearly as particular in its diet as its relative, I find it most often on tulip-tree saplings.

The milkweed, or monarch butterfly, is common in fields and pastures and may be readily recognized by its tawny red-brown wings which have the veins heavily outlined with black and a wide black margin. This border, as well as a triangular black patch at the tip of the forewing, is more or less spotted with white. When these handsome butterflies are abundant it is not a difficult matter to find the rather yellowish oblong eggs laid singly on the under surfaces of the uppermost leaves of a milkweed plant, while the full-grown caterpillar is unmistakable, being green with numerous transverse stripes of black and yellow and having a pair of fleshy black filaments at either end. The smooth, rounded green chrysalis is very beautiful, being green dotted with gold hanging from a slender black stem.

The adult butterflies are thought to migrate southward in the fall like the birds. They possess extraordinary powers of flight and are sometimes found some distance out at sea.

There is only one other butterfly that can be confused with the monarch, and that is its understudy, the viceroy, and "thereby hangs a tale," one of the most interesting in insect life. Many butterflies are eaten by birds, but the monarch is not molested because of its unpleasant odor and presumably noxious taste, and the birds have evidently learned to associate a bad taste with a red-brown butterfly veined with black, so that the viceroy, although belonging to an entirely different family and without unpleasant odor or taste, is unquestionably protected by its great resemblance to a noxious species. This striking similarity has been brought about in the course of time by the process of natural selection and furnishes the most striking example of mimicry to be found in North America. Were the birds keener naturalists they would discover that the viceroy was about one-third smaller than the monarch and that its hind wings were crossed by a transverse black band, parallel with the margin, that is entirely wanting in the larger species. As both monarch and viceroy are often found in the same field, it will interest the children to see if their eyes are any sharper than the birds'.

The red admiral is a relative of the mourning cloak and is the latest of the hibernating butterflies to make its appearance. It is common in open, sunny places and frequently visits garden

flowers. When its brownish-black wings are outspread it may at once be recognized by the bright red semi-circular band that crosses the front wings obliquely, continuing as a border on the hind wings. The tips of the forewings also show a broken band and spots of white. As in the mourning cloak, the wings, especially the hind ones, are different beneath with a general mottled appearance or wavy markings that make it difficult to distinguish when the wings are closed. The dark, spiny caterpillars feed on nettle or the hop vine, which is a member of the nettle family.

The American copper is a pretty little butterfly only about an inch in expanse, that is common everywhere in open fields and sunny meadows. It may be known by its small size and the coppery-red wings dotted and margined with black; the forewings, being the brighter, are grayish beneath. They have a fluttering, dancing flight, and the food plant is the common sheep sorrel.

CHAPTER LI

COMMON MOTHS

ALTHOUGH moths greatly outnumber the butterflies, they are far less familiar. It is only when the sun has set and the butterflies have folded their wings that the myriads of moths come out from their hiding places in the crannies of rocks, the crevices of bark or from beneath leaves and boards. Many are very small, smaller than the little copper butterfly, while others are larger than the swallowtails with stout, furry bodies and wings five or six inches across. Place a lamp in an open window on a still summer night or watch the halo of flying creatures about an electric street light, and especially if there are woods anywhere near, and you will find that a large proportion of the winged visitors are moths. But although it is difficult to learn the moths in their natural haunts, their caterpillars are often very abundant, and the cocoons are often found in fall or winter, and, after all, it is far more interesting to watch them from their early stages.

Probably the one caterpillar that everybody knows is the fuzzy brown and black crawler known as the brown bear or woolly bear caterpillar. It is common along the roadside and is

especially in evidence in the fall when seeking a place in which to spend the winter. While apparently freezing solidly, it nevertheless wakes up when warm days come, and, after eating a little, spins a felt-like cocoon in which many of its own hairs are interwoven. The inconspicuous moth, less than two inches in extent that finally emerges, has grayish wings, tinged with yellow, while both body and wings show black dots.

Another common hairy caterpillar often greatly injures the foliage of shade trees, as it frequently occurs in large numbers. It is attractive in appearance, for its silky white hairs are set off with a touch of vermilion at either end, a velvety black line runs down the middle with yellow stripes on either side, while it is further adorned with two long, black, plume-like tufts in front and one behind, with four dense shorter whitish tufts near the head end. The small moth is gray crossed by darker wavy bands and with a conspicuous white dot in the forewings; it is known as the white-marked Tussock moth. At least, the above description would fit the male moth; the female one would never suspect of being a moth at all, as it is white and grub-like and never develops any wings. Her existence could not well be more circumscribed, for, after emerging from the cocoon, she merely crawls up on the outside and lays a mass of eggs which she covers with a frothy substance, which soon hardens, after which she dies. The cocoons and eggs are often found attached to the bark of trees, leaves, sides of houses and similar places.

The tent-caterpillar, whose large, untidy-looking webs are so common on wild cherry and apple trees, is another familiar pest which has an interesting life history. Had you carefully examined the twigs in fall or winter, you would have discovered a dark egg-mass covered with a sort of varnish arranged in a swollen ring about one of the stems, and it was out of these eggs that the caterpillar colony emerged in May. They are blue-black, somewhat hairy, and have a white line down the back with dots on either side. They spend the nights and stormy days resting within their silken tent, but on sunny days troop out to feed, returning at evening. Each spins a silken thread wherever it goes, so that there is never any question of its finding the way back. When full grown they scatter in all directions and spin small yellowish-white cocoons, from which the brownish moths emerge in a few weeks.

Most of our largest and handsomest moths belong to the Giant Silkworm family and are the makers of the large silken cocoons one notices on the leafless trees and bushes in winter. Interest the children in collecting some of these, for there are few things in nature more wonderful than the emerging of one of these beautiful winged creatures from its narrow pupa-case. The very large, rather baggy-looking cocoon of fleshy or reddish colored silk, attached to the twig down on either side, is made by the caterpillar of the Cecropia moth. Out of it, in due time, will emerge the adult insect with large brick-red furry body banded with black and white wings, that, when

fully expanded, will be five and six inches across. They are gray-brown, broadly margined with lighter gray, crossed with a wavy white band, bordered with red, and are further adorned with a number of crescent-shaped white spots as well as a large eye-spot in the tip of each forewing. The red antennae are exquisitely feathered, those of the male always being broader than those of the female, a characteristic of many kinds of moths. Large and striking as these moths are, there is no use in trying to feed them, for their mouth parts are merely rudimentary. Their sole object in this stage is to reproduce their kind, and when the masses of large whitish eggs have been laid both kinds soon die.

The Promethea moth is probably the most abundant of the family, and it is easy to find its long dangling cocoons, especially on sassafras and spice bush. The cocoon is enclosed in a leaf folded lengthwise, and which the caterpillar always takes the precaution of fastening securely to the twig with innumerable strands of silk. If the moth that emerges is large purplish-brown, with a broad, wavy, exquisitely shaded grayish border and a few angular white spots, if the body is large and thick and the antennae narrow, your specimen is a female, which in many of the silkworm moths is quite different from the male. The male Promethea, for example, is smaller than the female, is almost black with no markings or very faint ones and a much narrower border, while the body is small and the antennae broad. Both have an eye-spot in the tip of the forewings.

Other members of the family are the striking Polyphemus moth, with a transparent window-like eye-spot in each of the yellowish-brown wings, those in the hind wings being much the larger. The cocoon is oblong or roundish, usually enclosed in a leaf, which, as it is not fastened to the twig, drops to the ground in the fall. It is so compact that the moth cannot make its way out until it has excreted an acid to soften the threads.

The beauty of the family is the superb Luna moth, with its delicate pale green swallowtail wings and furry white body. The caterpillar lives principally on hickory and walnut, while the cocoon resembles that of the Polyphemus except that it is less dense. The child who finds one of these has a prize indeed. If cocoons are collected in the fall or early winter and are brought into the house, the moths will probably come out in February or March. It is best to keep them in a cool place and sprinkle occasionally. When near the time for the great transformation, there must be a twig or some support at hand to which the newly emerged insect can cling while its wings are expanding. If there are a number of cocoons of the same kind, you will probably have both male and female moths, in which case eggs will be laid. Then the children can watch the whole fascinating story, from the round whitish egg to the full-grown moth. It takes from forty to fifty days from the hatching of the egg to the spinning of the cocoon. The caterpillars of the silkworm moths are large and green, and are adorned with variously colored tubercles, blue, yellow and red.

Anyone who has spent much time in a vegetable garden has probably made the acquaintance of the large, fleshy, rather unpleasant looking caterpillar known as the "tomato worm." It not only eats tomato leaves and fruit, but also potato, tobacco and Jamestown weed, all members of the potato family, evidence of the caterpillar's botanical qualifications. Full-grown larvae are often more than four inches in length and as thick as one's finger and with a sharp horn at the end. They are green or occasionally brown or blackish with yellow and white lines, making a series of triangular markings around the breathing holes on the sides. Tomato worms never spin cocoons like the silkworm moths, but, when ready to transform, simply burrow into the earth, where they change in a week or two into large smooth, dark brown pupae having a curious looking slender loop at one end, like a jug handle. The children would never guess that this is a special case to hold the long tongue. The large, striking moths have wings of beautifully blended gray crossed with wavy and zig-zag lines of black and white, the only color being a row of squarish yellow spots on the body. They may often be seen flying about at dusk, rifling the nectar of long-tubed flowers like the honey-suckle and tobacco, an easy task for them, as their tongues when uncoiled are fully four inches in length. The tomato worm is a member of the larger and characteristic family of Sphinx moths, the larvae of the great majority being distinguished by diagonal markings on the side and a caudal horn.

Song Sparrow Red-eyed Vireo
Baltimore Oriole
Catbird

CHAPTER LII

SUMMER BIRD LIFE

BY the time that June is here the migrants have all left us and most of the birds have settled down to housekeeping in earnest. Nest building is going on on all sides, while the first brood of the early nesting robins and bluebirds may have already left their nests. Selecting a proper building site is a problem that evidently requires as much reconnoitering and discussion in the bird world as in the human, as it must promise safety from wind and weather as well as cats and other enemies. The actual building of the home is usually done by the female while her mate encourages her with his songs. Many nests are marvels of construction, especially when one remembers that the birds have no tool except their bills. A careful study of nests will surely interest the children and awaken a keener sympathy for the little feathered builders. At this busy time they greatly appreciate bits of string, feathers, horse hair and a place where they can get mud easily.

When the nest is finally ready there are soon eggs to care for, one a day being laid until the set is complete. In the majority this is four or five, but the bob-white may lay ten, while the humming bird never has but two. The period of incubation is

usually from twelve to fourteen days, during all of which time the faithful mother bird seldom leaves the nest for any length of time, although in some species the father bird takes his turn, too. When the nestlings hatch comes the hardest work of all, for they require to be fed every few minutes throughout the greater part of the day, a task that keeps the parent birds tremendously busy. Soft insects and spiders are the almost universal food for very young nestlings. The young birds grow with astonishing rapidity and within a week or two are usually ready to leave the nest. This is a very critical time, and no wonder the parents are always so anxious and distracted, for in spite of their solicitude a large number meet an untimely end before they learn to fly well.

By July the nesting season of many species that raise only one brood a year is over, and old and young begin to go about in small companies, while later in the month several social species, like the blackbirds and swallows, repair to the marshes in large flocks.

Children might well constitute themselves into a police force to protect the birds nesting about the house from cats for a short time until the wings of the young are strong enough to save themselves.

August is the most unsatisfactory month of the entire year for bird study. The birds apparently seek the deep woods, and it would certainly seem as if they needed to recuperate after the great strain of the nesting season. The songs have been

growing less and less frequent during July, and in August almost the only bird voices are those of the Indigo birds, Red-eyed Vireo and the Wood Pewee.

The Indigo bird there is no mistaking, for the male is a dark rich blue all over except for the blackish wings and tail many shades deeper than that of the blue bird. The female, on the other hand, is difficult to become acquainted with, being inconspicuously dressed in grayish brown with just a hint of blue in wings and tail. They are not much larger than the chipping sparrow and are members of the same Finch family. The clear, brilliant and varied song has a peculiarly incisive quality. It is usually given from the top of a tree, often a red cedar if any are about.

The red-eyed vireo is the most abundant representative of the small vireo family. A little smaller than an English sparrow, he is inconspicuously dressed in more or less olive green and is paler below, an appropriate coloring for a bird who spends all his time in the trees. The only marking of any kind is a white line bordered with black over the eyes. As he flits about in leisurely fashion inspecting the under sides of the leaves, he keeps up a musical but rather disjointed song, as each phrase ends with a rising inflection; it suggests a conversational monologue and has won him the title of "the preacher." All the vireos make pretty little cradles for their nests, not as deep as the orioles, and, unlike theirs, always hung from the fork of a branch.

The other faithful singer is the Wood Pewee, a member of the Flycatcher Family. Indeed, he much resembles the closely related phoebe, but is somewhat smaller, far less bustling in his ways, and the white wing bars are quite distinct. A bird of the woods, his soft musical, rather drawling "pee-a-wee" is pleasing and restful.

We have two such brilliantly attired birds that one cannot fail to notice them, even though they do not sing. The male Scarlet Tanager, or Firebird, well deserves his names, for with the exception of his black wings and tail he is the most vivid scarlet imaginable. Mrs. Tanager, however, has no claim to either, for she shows neither black nor red, being an unobtrusive yellowish green that well conceals her on the nest.

The Baltimore Oriole, a distinguished member of the Blackbird Family, is almost as tropical looking as the Tanager. He owes his name to the fact that he wears the orange and black colors of the House of Baltimore. The black is on his head, wings and part of the tail, the rest being a deep, vivid orange. As in the Tanager Family, the mother bird is much less bright, being yellowish-olive, more or less mottled with blackish. The deep and roomy nests are wonders of bird architecture, so deftly and firmly fastened to the tips of the branches that they are able to withstand many a stiff gale.

CHAPTER LIII

AUTUMN—PREPARATIONS FOR WINTER

AS the days grow shorter and the sun's rays less powerful, the children's attention should be called to the preparations for the coming winter, which may be seen on all sides by anyone who keeps open eyes for what is going on in the world of nature, and that *should* mean *every* one of us. Among the birds, moulting is over and many appear in their subdued fall plumage. Young and old go about together in small companies in the woods. Swamps and marshes are the headquarters of great flocks of swallows and blackbirds, while bands of sparrows of various kinds take possession of fields and roadsides. The many migrants, mostly members of the Warbler Family, who visited us on their northward trip, also spend more or less time with us in late summer and early fall, but they are less in evidence than in the spring. As soon as the first cold wave arrives they, and some of the insect-eating birds who have nested with us, start for their winter quarters in the south, the warblers and flycatchers in the van. Their places are filled, in a measure, by those northern species who come to spend the winter, like the gulls, junco, tree sparrow and kinglet. By November the only summer residents left are those

who come to us first in the spring, the blackbirds, some of the sparrows, robins, bluebirds and meadowlarks. The two former usually leave before the middle of December, while a few of the last mentioned occasionally spend the winter with us.

Other animals are busy, too. The chipmunks, red squirrels and woodmice are busy laying up their winter store of nuts, acorns and other dry fruits and seeds. By October the fat woodchucks take up their winter quarters deep down in their holes, while the advent of cold weather sends the moles down below frost line and the muskrats begin building operations on their dome-like winter houses in the swamps.

In the insect world the grasshoppers and crickets keep up their music until stilled by the frost. Many of the half-grown ones go into hiding, while the egg cases, safely buried in the ground, assure another generation next spring. Bugs and beetles hide safely away in the ground or under the bark of old trees, while practically all the wasps and bumblebees die, except the impregnated queens.

In the plant world the year's work is practically over. Untold millions of seeds, each containing a baby plant, amply provide for the next generation, while many perennials have, in addition, stored up an ample supply of food in roots and underground stems, as in the lilies, jack-in-the-pulpit, bloodroot and carrot. Trees and shrubs have all the growth for next year in miniature packed away in the buds at the bases of the leaves. As the season's work is over there is nothing further

for the old leaves to do, so the sap is withdrawn into the woody parts of the plant, and, largely as a result of this, the green of the leaf changes to wonderful shades of red and gold, yellow and brown, and they soon fall to the ground. But their usefulness is not yet over, for they are slowly changed into the invaluable leaf-mould.

Through much of September, woods, roadsides and swamps are still gay with asters, goldenrods and sunflowers, while even later the lovely blue genitians, fringed and closed and five-flowered, are the crowning beauty of the year. Yet to the Witch Hazel must go the honor of being the last flower to come into bloom. A wayward plant, it seems, that all through the summer days stood sedate in its mantle of broad wavy-edged leaves, and now, when skies are gray and winds are chill, decks its often leafless branches with hundreds of closely-set, pale yellow flowers, each made up of four twisted ribbon-like petals. Among the flowers may be seen clusters of the small woody seed-vessels, the fruits of the blossoms of the previous year. They are quite as original as the flowers, for when mature the inner lining of the fruit contracts with force enough to shoot out the two hard shining seeds a distance of eighteen or twenty feet, certainly an effective method of doing its own dispersing.

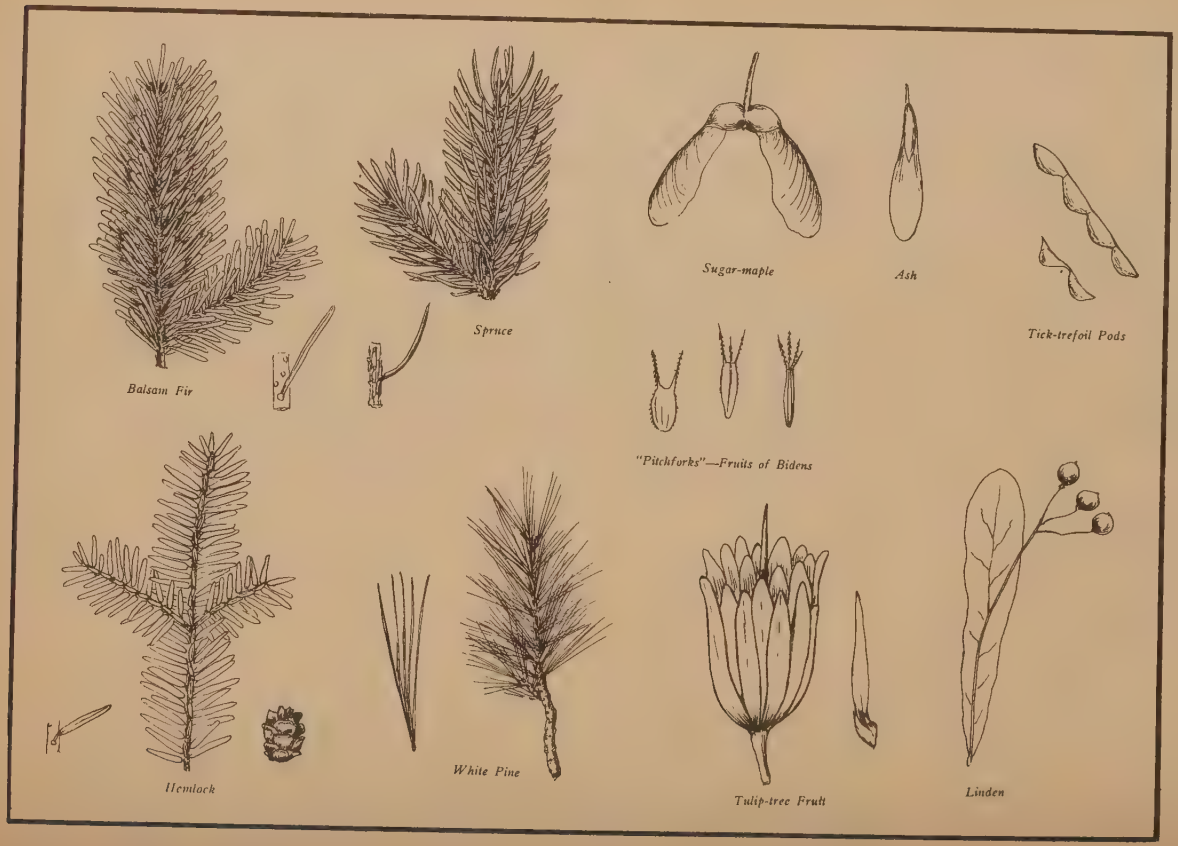
Even though the day of the flowers is over, the book of nature is by no means closed. Its pages may not be as brightly illuminated, but wood and field, roadside, and even the vacant lot, have still much to tell the nature lover about plants and

their ways. A careful study of fruits and seed-pods will reveal just as many curious traits, just as many adaptations of means to ends as we have seen in the more showy flowers. There is hardly a subject in the plant world that can be made more interesting to the child than the dispersal of fruits and seeds, nor one for which material can be more readily obtained. There is such fierce competition among plants for light and air, as well as nourishment, that it is apparent that those species whose seeds are widely distributed must possess a great advantage over those in which they simply fall beneath the parent plant year after year. Below are brief descriptions of some common fruits that illustrate various methods of seed dispersal. The children will doubtless discover many others.

The wind is an agent of dispersal. As we have seen, many trees and shrubs that blossom in early spring depend upon the wind to carry their pollen from staminate to pistillate flowers, and in the fall it is again utilized to scatter their fruits and seeds. Many of them are equipped with membraneous expansions that serve as wings. The twin fruits of the maple are perhaps the most familiar examples. They are in pairs because the pistils of the maple flowers were two-lobed, but the halves generally become separated after the fruit falls from the trees.

The fruit of the ash tree is slender and graceful, with a narrow wing developed toward the upper end, so that it suggests a diminutive paddle.

The plan evolved by the Linden is quite different. Here the


Balsam Fir
Spruce
Sugar-maple
Ash
Tick-trefoil Pods
"Pitchforks"—Fruits of Bidens
Hemlock
White Pine
Tulip-tree Fruit
Linden

fruits are hard little balls like peas, while the sail that catches the wind is a long leaf-like brace, from the middle of which the fruit grows on slender branching stems. Tulip tree or Whitewood shows still another arrangement. The cone-like fruits, yellowish when old and growing erect from the tips of the branches, are made up of a number of small, narrowly winged fruits, keeled at the base, which are arranged upon a slender pointed axis. These cones are quite conspicuous upon the trees in winter, but toward spring every high wind brings down a fluttering brood of the long, narrow fruits until only the pointed axis is left.

In all the plants spoken of thus far it is the entire fruit, consisting of the seed vessels and enclosed seeds, that is adapted to dispersal by the wind. In the following examples the seed vessel is comparatively large and heavy, and only the seeds are equipped for airy voyages. The very long and narrow pods of the Catalpa, known to the small boy as "smoking beans," split in half when mature, and the seeds, with their shining diaphanous wings daintily fringed at either end, flutter out into the world.

Whoever has collected unopened pine cones and kept them in a warm room knows that the pines have winged seeds, and if the small, cone-like fruits of the birches are carefully examined it will be seen that they, too, have their tiny seeds equipped with a delicate more or less heart-shaped wing.

Instead of wings, many fruits are provided with silky or

feathery tufts of hairs, which, like tiny parachutes, are wafted about in every passing breeze or may be carried for miles when the wind is strong. The family making the greatest use of this contrivance is the great Composite Family, to which the dandelion, aster, goldenrod, thistle and boneset belong. In the thistle each little hair is minutely feathered like a tiny plume, while the familiar dandelion has its fluffy parasols raised on long handles. The composites have no exclusive right to this feathery crown, for the small, seed-like fruits of the clematis, belonging to the buttercup family, are likewise surmounted by very long and beautiful whitish plumes. These were the upper parts of the pistils which remained with the fruit and feathered out in this pretty way. The brown "tail" of the cattail flag is made up of myriads of minute fruits, each one growing at the tip of a tiny feathered stem. Dozens of these float off together in a fluffy mass lighter than the thistledown. In the milkweeds it is only the seeds that are adapted for ballooning. In collecting fruits dispersed by the wind it is interesting to note that the heavier key-fruits are found only on trees where the full force of the wind can reach them, while the lower plants are equipped with the more buoyant silken parachutes.

SEED DISPERSAL BY MEANS OF HOOKS AND SPINES

After a walk through autumn woods or swamps you will be pretty certain to find on your clothing a fine array of specimens

that you had no intention of collecting. The explanation is that nature has been pressing you into service in her fall planting. Examine them carefully as you take them off and see how beautifully they are adapted to "steal a ride," and they might also be "warranted to stick." You will be apt to find among them the rather vicious looking little black pitchforks or "stick-tights" that are the fruit of an inconspicuous weedy-looking marsh plant belonging to the composite family and appropriately named Bidens. One species, known as "Spanish needles," grows on drier ground and has a longer, more slender fruit crowned with three or four sharp prongs. The burdock is a member of the same family, but this time it is the green scales surrounding the head that are armed with tiny fish hooks at the end. By this device the whole mass of fruits is carried off at once. No wonder the burdock is so common.

You will probably find your clothing also decorated in places with small flat, more or less triangular, bits of brown or green pods, sometimes single, sometimes in rows of four or five. These are the fruits of the enterprising Tick-trefoils, members of the Bean Family. Examination will show that each section is enabled to stick, by virtue of numerous minute hooked hairs that cover its surface. The jointed pods are made up of from five to seven sections, each containing a single seed. Many other plants can be found whose fruits are adapted in various ways to avail themselves of the services of passing animals. Sheep are probably the most helpful in this line.

Explosive Fruits. Some few plants have evolved an even more curious method of scattering their seeds. They are forcibly ejected from the seed pods, shot out, as it were, with sufficient force to send them eighteen or twenty feet, as in the witch hazel, which shows the best marksmanship. This we have already described, and also the touch-me-not. Some of the common violets eject their seeds in the same manner, and the pod of a wistaria, if brought into a warm room, will explode with considerable force. Certain tropical fruits, like the sand-box tree, go off like a pistol shot.

Seed Dissemination by Birds. While the great majority of plants have dry fruits, there are many in which the fruit is soft or pulpy throughout, while the seeds are usually hard and indigestible. Stone fruits, like the plum, have the outer part of the seed vessel soft, the inner, about the seed, hard. Fleshy fruits are usually conspicuous and brightly colored when ripe, doubtless in order to attract the attention of animals. The great majority are used as food both by man and many of the lower animals, notably the birds. Many birds depend almost entirely upon plants for their food, and they in turn act as "seed sowers" for the plants, for while the pulp is readily digested, the hard seeds are either rejected or pass out through the alimentary canal. In either case they fall to the ground, most frequently at some distance from the plant on which they grew, and in due time they germinate and perpetuate their kind. It is the birds who have largely planted the rows of trees

along the fences. The nuts in which a hard shell protects the soft kernel within are often carried off by birds—namely, the bluejay—or by squirrels, and then forgotten, to germinate later and grow into a tree.

CHAPTER LIV

WINTER

THEY who think that nature is a sealed book in winter, that the woods and fields, while pleasant places in summer, have nothing to tell us when deep in snow, lose much of the year's revelations. It is not until the trees have shed their leafy robes that we can appreciate their beauty and diversity of form and the exquisite detail of branch and twig and bud. One can study the differences in the bark, the mode of branching, the shape and arrangement of the buds, and in time will learn to recognize the trees as readily as in summer. All of this furnishes excellent opportunity for cultivating one's powers of observation. The children will perhaps find tree-naming contests an interesting diversion on their winter walks.

Winter is the best time to study the evergreens, for they are then the most prominent feature of the landscape. Because they always wear a mantle of green does not mean that they never shed their leaves, but that they shed them at irregular intervals and not until the new leaves have developed. Pines, for example, hold fast to their leaves from two to twelve years, according to the kind, while the spruces keep theirs four or five years and some species ten. As Christmas approaches ever-

greens take on a new interest, and the children can then learn to distinguish the different kinds; how the pines always have their long needles in clusters or bundles of two or three or five, according to the species, while in the hemlock, spruces and firs the needles always grow singly. The Christmas tree is not usually regarded as a botanical specimen, but much may be learned from it, nevertheless. It is usually a balsam fir, because that is the most fragrant and holds its leaves the longest, but the spruce is also made use of. If it is a balsam fir, the trunk and branches will be smooth, except for a blister of resin here and there, and the needles when they fall leave a round, flat scar, while in the spruce the trunk is more or less scaly and the branchlets are roughened by tiny square projections like little woody stems, each of which formerly bore a leaf. Balsam needles are flat and blunt at the top and whitish below, while those of the spruce are somewhat four-angled at the base and end in a sharp point.

The hemlock is more feathery in appearance than any of the other evergreens, and the flat, rather short leaves are glossy above and paler below. The small hemlock cones are less than an inch in length. The cedars have minute flattened scale-like leaves that closely shingle the branches.

Winter is not only an excellent time for tree study but for bird study also. While there are comparatively few species, many of these can be coaxed about our houses if we feed them systematically, especially when snow is on the ground. It is

astonishing how soon the news of the "lunch counters" is spread abroad in birdland and how rapidly one's list of pensioners grows. Their cheerful notes and pretty ways will pay you a hundred fold for the trouble taken. The insect-eating birds, like the woodpeckers, chickadee and nuthatches, will especially appreciate pieces of beef suet fastened to the trees, while cracked nuts, corn, sunflower seeds, scrapings from the hay mow or crumbs of all kinds appeal to the seed-eating birds. If woods or orchards are anywhere near, the little downy woodpecker will probably be one of your visitors. You will have no trouble in recognizing him as he patiently travels up the tree trunks in a series of jerky hops, bracing himself with his tail while he probes the bark for stray beetles, insect eggs or pupae. Many an old apple tree bears testimony to his industry in the rows of small round holes drilled by his sharp chisel-like bill. Not much larger than an English sparrow, he is whitish below and black, variously marked with stripes and bars of white above, while Mr. Woodpecker is distinguished by a scarlet patch at the back of his neck.

The cheery little chickadee no one can help being interested in as he flits about or hangs head downward from the tip of some branch while he searches lustily for insect eggs, stopping to call out his merry "chick-adee-dee-dee." He is a fluffy little chap, only a little over five inches in length, and may be readily recognized by the jet black cap on top of his head and another black patch on his throat, while he is ashy gray

above and white beneath, although slightly buffy on the sides. If we approach quietly he will allow us to come within a few feet and in time can be trained to come to one's hand for food. This delightful confidence in man is shared by his cousin, the white-breasted Nuthatch. Both are often found together in winter. The Nuthatch is a little larger and stouter than the Chickadee, he, too, having a black patch on his head, but throat and breast are pure white, while back and wings are decidedly blue-gray. The Nuthatch goes down a tree as frequently and easily as he goes up, and while prying into the crevices he now and then gives a rather pre-occupied "yank-yank." All the above-mentioned birds are permanent residents, but it is easier to make their acquaintance in winter than in summer.

Among the most common seed-eating birds that stay with us are the slate-colored snowbird or junco, the white-throated sparrow and the goldfinch, all members of the great Finch Family. There is no mistaking the junco with his smooth slatey-gray suit. The upper half of his breast is gray like his back, the lower half whitish, while a white feather at either side of the tail is a conspicuous mark in flight. His thick bill is pinkish.

The white-throated sparrow is a little larger with regulation sparrow plumage above and a gray unstreaked breast. The best field marks are the black-and-white striped crown and a squarish white patch at the throat like a little bib. The sweet and characteristic song is often heard toward spring, clear

whistled notes somewhat suggesting pea-body, pea-body, pea-body, so that in some parts of the country it is known as the pea-body bird. The junco and white-throated sparrows are with us only in the winter, arriving from their northern homes in September and staying until May. The goldfinch, like the song-sparrow, is a permanent resident. He is unmistakable in summer with his clear, bright yellow set off by black cap, wings and tail, but his winter plumage is much duller, a yellowish olive brown, like that of his mate. They are sociable little birds and in winter merry companies may be seen feeding contentedly on mullein or other weed seeds or high up in the branches of birch or sweet gum trees of the seeds of which they seem especially fond. They may be readily identified by their dark wings with the white wing bars, their peculiarly undulating flight and their sweet calls which suggests "per-chic-o-ree." Of the larger birds the always interesting crow and his equally interesting cousin, the blue jay, are often much in evidence in the winter, but they are too well known to need description.

The birds and the gray squirrels, however, are not the only representatives of animal life to be seen in winter. Nothing impresses this fact as forcibly as a morning walk through the woods after a fresh snow, when its white counterpane bears mute but indisputable testimony to the number and variety of animals that were abroad the night before. This study of tracks is full of fascination, for one learns not only what animals were out, but often what their errands were and how they fared.

All too frequently the trail ends in a tragedy, a bloody spot on the snow and the mark of a wing showing where an owl had swooped down and carried off its prey or telling us where a hungry fox struck a rabbit's trail and followed him to bunny's undoing. The children will take great delight in playing Sherlock Holmes on the trail of these shy wood folk.

In many places the track most often found will be the rabbit's characteristic autograph, in which the first pair of footprints are much larger and further apart than the second, although, strange to say, the big prints are those of the hind feet, a result of bunny's disproportionately long hind legs. The squirrels' tracks are similar in character but, of course, much smaller and more delicate, while the tiny tracks quite close together and often showing the mark of the tail between them are made by the little wood-mice. These often embroider the snow in all directions, offering surprising evidence of an extensive mouse population of which we had no suspicion. They seem to be sociable little folk and to do a great deal of visiting, although probably many of their trails lead to some of their storehouses under stumps or at the roots of trees.

Then, too, the double row of the skunk's delicate footprints are often to be seen, although the long prints suggest little hands instead of feet, as the skunk walks flat upon his feet, like the coon and bear, instead of on his toes, like the dog and cat. Anywhere in the vicinity of houses, Grimalkin's straight, single line of footprints can be seen, the five rounded toemarks show-

ing no signs of claws. On the other hand, dog tracks are rarely in as direct a line and show more or less trace of claws. In many places where his presence has never been suspected the clear-cut footprints of the fox, almost always in a single direct line like the cat's, bears mute testimony to his presence. There are also many localities one is glad to know where the shapely divided footprints of the deer are increasingly common.

Bird autographs are also often found, the three large spreading toes of the crow and the dainty tracks of the juncos and sparrows in the fields and the unmistakable footprints of the ruffed grouse or "partridge" in the woods. These are smaller than the crows, close together and with their outline blurred by the snow-shoes with which it is provided in winter, a fringe of stiff bristles that develops on its toes at the approach of winter. All this and much more can one learn from a study of tracks in the snow.

Space fails in which to tell of other pleasures to be found in winter walks, the gathering of cocoons to watch at home, the study of the architecture and materials of the numerous birds' nest whose presence was never suspected in summer. Then, too, winter is the time when one is most apt to appreciate the beauty of the lichens and mosses, when the melting snow leaves every rock and tree trunk, every mossy stump a treasure-house of beauty revealing an almost infinite variety of form and color. Perhaps nothing is better calculated to call the attention of children to the delicacy and beauty of the little things of

nature than the mosses as seen through a lens, for, unlike the productions of man, those of nature but show the more exquisite handiwork the more closely they are studied. In closing, I can only repeat what was said in the beginning, that the child is indeed fortunate who has had his interest in nature quickened and developed and whose eyes have been opened to the great drama of nature going on all about him. Of him may it be said with Emerson:

> Choosing light, wave, brook and bird
> Before the money-loving herd.
> Into that forester shall pass
> From these companions, power and grace.
> * * * * *
> The mountain sap, the shells, the sea,
> All spheres, all stones, his helpers be.

The following brief list of a few good nature books is appended with the thought that it may possibly supply a need of some of the readers:

Bird Life, Chapman; The Butterfly Book, Comstock; Caterpillars and Their Moths, Eliot and Soule; Handbook of American Wild Flowers, Mathews; Our Native Trees, Keeler; Handbook of Nature Study, Comstock; Sharp Eyes, W. D. Gibson.

PART VIII

CHOOSING A VOCATION

By

Gustav A. Blumenthal (Chapters LV-LVI)

Eli W. Weaver (Chapters LVII-LXIX)

CHAPTER LV

BASIS OF VOCATIONAL GUIDANCE

AT the present time America and practically all of the rest of the world is waking up to the importance of Vocational Analysis and Guidance. Leading educators, social workers, church organizations, politicians, are all vieing with each other as to how to systematize this important new method of helping the young ideas to shoot; therefore, a few hints to parents and guardians as to how to deal with their children in their own homes in a vocational way may not be amiss.

In considering the proverb, "Blood is thicker than water," we find that parents are mostly biased in their children's favor by a selfish instinct of possession, and often a criminal love for their offspring, which love is blind to all faults, absolutely unreasonable and devoid of common sense. Many a good mother, who is supposed to be the best friend of her boy, is often his worst enemy, by spoiling him with too much affection, by petting and humoring his idiosyncrasies, by preventing him from mixing with other children of his age and by attending to his every wish and whim. In visiting different penal institutions I have met with a large number of such spoiled boys, who have to

thank their dear, kind mothers for being behind prison bars. When will parents begin to understand that to educate and train their children for their own aggrandizement is to handicap them greatly in their future careers by overfeeding them with too much affection, which causes automatically a lack of discipline and oversensitiveness in any child? A boy at 16—a girl at 18—has to fight the world. The world is very cold and unresponsive to an oversensitive disposition. So the spoiled child, the mother's darling, generally has a hard fight to fit in to that great struggle of becoming self-confident, having always relied on the parents for advice and guidance. Generally these spoiled children seek relief in some sort of dissipation or become degenerate and moody because they find something missing, which they themselves cannot explain, yet which is simply a matter of the lack of metal and physical balance and moral stamina.

Now, in order to remedy this defect in the training of a child, it will be well for the parents to agree to analyze their own personal deficiencies first, so as to be able to set the child the right example. All quarrels between father and mother should be settled privately and never in the presence of the children. These should look upon father and mother certainly with love and reverence, but also with the same respect which they have to show to their teacher. I have found a terrible lack of reverence for parents and old age in America, and no children can be trained to good manhood and womanhood whose parents allow them to show disrespect or disobedience. The result of

this want of respect for their elders on the national welfare of a people is astonishing. It has the effect of producing a great number of would-be ladies, who have never been women as yet, and an equal number of would-be gentlemen, who never acquired the honor of being called men.

The social ambition of the average higher middle-class family in America is disastrous to most of their children in their choice of a profession or trade. To send a boy to college simply because it is fashionable, or that the family might rise socially by having some college-educated members among them, so as to be able to air a degree or two, is the essence of stupidity. Of what use is it to have a boy who sports the degree of M. D. by vocation when he should be a ploughman or a blacksmith by avocation? He is only a doctor under false pretense; from a psychological point of view, his real career should be that of a farmer. Later on, after a struggle and a dissatisfied career, he can only find relief in his avocation, and he will generally cultivate a farm as a hobby, with a view of settling down on it when financially strong enough for that purpose. He likes to feel that he is a plough-horse again, yet his parents wanted to make him a race-horse, and he never could win a race.

In sizing up the character of their children and their mental and physical condition, parents should bear in mind that the latter is the most important factor in a child's welfare. A strong, healthy body is of more value than a strong mind without sufficient physical stamina to nourish it. Regulation in food,

exercise, recreation and sleep is essential. A normal child requires from eight to ten hours' sleep while going to school. Put it to bed early and make it rise after eight or ten hours of sleep. Some children of the nervous type require more sleep than others. Children before school age, say under six, should have their hair cut close. It gives the brain a better chance to expand. They will also be less restless in their sleep. The question as to what age a child should be sent to school is debatable. Personally, I would send no child to school that is under six years of age, and a large number I would not start to educate until they are fully seven years old. Kindergartens are very useful, no doubt, from an economic point of view, but personally I would advise parents to hold their own kindergartens at home. No child is really happy if put under restraint before the age of six, no matter what method of education is used. The parents up to that age must act as teachers. It is not a difficult matter for them to act so, if regulation and practical common sense are used. A delicate child, unless very deficient in health, should never be treated as an invalid. Plenty of fresh air, romping about and playing with other children is the best cure for them. Never pamper a child. Reason with him. Never punish a child while in a temper. Always cool down first, and allow the child to cool down and reason. Most children will see justice in their punishment if you reason with them first. Corporal punishment is absolutely useless in the training of children. So is restraint in food as a punishment absolutely useless.

A child should be punished in such a way that it has leisure to reason without feeling any physical discomfort in doing so. If a boy tells a lie, explain to him the reasons why a lie hurts. Order him to stay in bed all day the next vacation day or Sunday. Let him have plenty of food, books and play materials, but in bed he must stay. This will give him ample time to reason without any physical discomfort, and produce the right moral effect when he realizes that he must go to bed again if he offends. Because a child shows special aptitude when small to become very clever in music, poetry or painting, that is not sufficient reason to make the parents believe that he is a genius. These very clever children seldom turn out successes. Normal, slow and sure, steady children turn out to be the best citizens in after life. Most children naturally start to study what they like best, even if it is against their own interest. Care must be taken to study the physical condition of a child before you humor any special brilliancy shown. Lots of children have good voices and show special talent for music, but very few become successful musicians and singers, because their parents gave them an overdose of it when they were small children. No artistic, nervous child can practice music for an hour at a time without becoming impatient and feeling under restraint. They get sick of it, and later on hate the sight of a music book. Give them practice as often as you like, but let it be in small doses. Many a child also chooses the wrong instrument to display its musical talent. A nervous, impulsive boy, who cannot sit still

for two minutes at a time, cannot become a skillful piano player, but he may become a first-class violinist or cornet player, where he can walk and exercise the whole body while playing. Girls of a nervous, anaemic type generally choose some gentle, lady-like profession for a living, when they really require exercise, fresh air and plenty of variety of domestic work. An anaemic girl as a typist and stenographer or sewing all day is practically committing suicide, and also becoming a factor in race suicide when married. Only those occupations which exercise the five senses in equal proportion are the best to teach the children in the house, either as hobbies, exercises or amusements. Whenever a sense is overtrained in a child it is invariably at the expense of the other four senses. In after life, in manhood or womanhood, the strain is not so harmful, as the body and mind are then strong enough to stand a fair amount of strain. Regular brain and physical gymnastics are the main points in balancing mind and body.

CHAPTER LVI

ADVICE TO PARENTS IN VOCATIONAL GUIDANCE

I AM certainly in favor of teaching all children at the ages of twelve to fourteen years sex hygiene, either in school or in their own home. Therefore, I would advise parents to consult with the teachers on the matter; in fact, no vocational advice can be given without co-operation. The right teacher, who loves the children he or she teaches, is very anxious to meet the parents and consult with them. Parents should always have a welcome for the teachers, even if they do not approve of all the teacher's methods. A teacher who teaches merely for a salary is a negative quantity, and cannot understand the material he teaches and will not be understood by the children. Train your children up to be obedient first. Make the living room the really live comfortable room in the house. In many houses the drawing-room is a curse. Young men and women meet there on their best behavior, stiff and stereotyped. They only see the artificial side of each other, while if they met in the living room, unceremonial in happy contact with the rest of the family, better moral benefits would issue.

Rigid deportment in children is ridiculous and makes them precocious. Never show a child off, no matter how clever. It

is a crime against nature to overtrain the brain in an infant, and may have serious results on his health and future career. Let your children know that you expect them to show good results in school, but do not praise them unduly if they simply do their duty. The slow, plodding child deserves more praise than the clever, brilliant child, who wins a prize every time without really working for it. All these clever, prize children become negative quantities in after life, as they shirk work and think they can get through life on a bluff, as they did through school. A clever child who takes prizes in school without working hard for them is a bluffer to himself as well as bluffing the teachers and schoolmasters.

Parents often say that one child is as dear to them as another and they should spend an equal amount of money on their individual education. Let me tell you, my dear readers, that if you have a fool in your family, you can easily make a decent fool out of him; out of an ass you cannot make a lion. Now it mostly happens that the children of one family show different degrees of intelligence, and I maintain that it is your duty to find out what each one of them is really adapted to, and educate them up to it. To make Joe a farmer will not cost as much as to make Charles a lawyer. To put Jennie to housework will be less costly than to make her a teacher, yet she will be just as happy, and most likely happier at housework than her sister is at teaching, and at much less cost to her parents for education. Happiness, constructive work and helping others constitute the

essence of a successful career. Because a father is the head of a self-supporting, first-class business concern is not sufficient reason why his sons and daughters should also join the firm and help in the business which the father so successfully built. I have seen hundreds of misfits who went with their parents into business simply to please them and to keep the old firm alive under the same name, and thus spoiled their whole lives through a perverted sense of filial affection. Parents certainly should realize the selfishness of compelling children to follow in their footsteps, if they, the children, are better fitted for other occupations. Also, even if a boy is fitted to follow his father's career in a business already built up for him by his father's energies, I always suggest that the boy serve his apprenticeship in some other firm away from parental control. Employes are too apt to pay too much respect and attention to the son of the boss. It gives the boy a false sense of self-importance to be flattered by special marks of esteem, and often makes him a supercilious cad instead of a level-headed business man. Send the boy away into another city to serve his apprenticeship. Let him rough it for a while, and start from the bottom of the ladder without any direct, special influence through his father's position. Later on, by all means, give the boy a responsible position in your own firm, and you will find that the spirit of self-dependence and his hard previous experience will be a valuable asset to your business. Also, the boy will feel proud, become constructive, and instead of being flattered will be respected by

the other employes, who will now feel that they can admire the son of the father without hypocrisy.

Parents who can afford to send their children away from home to a boarding school and college should do so by all means. A couple of years under healthy discipline, where self-reliance is the strong point, will help any boy or girl to become a better man or woman. No child is really so homesick that it cannot be sent away from home for a time. Parents only magnify that homesickness in a sensitive child, and by doing so do not give the child a chance. Besides, mixing and living with other children of their own age helps to develop some social qualities, which are always valuable to public men and women, especially the gift of being tactful in handling others. Boarding schools and colleges have produced most of the eminent men and women of America. This does not say that the others who had no chance of going to such schools are any the worse off. The percentage of great men and women is very small, but nevertheless education used in the right direction will make this world go ahead.

A strong factor in keeping working girls happy and contented is to give them regular gymnastic exercise. A girl athlete in a rational way is certainly more capable of taking care of herself than a girl of any other class. If boys can improve their physical health by gymnastics so as to look soldier-like, so can girls. The athletic girl is always a truly graceful woman, and not an affected butterfly who has to hide the paleness of her anaemic

skin by artificial paint. Teach your girls how to walk gracefully but firmly, in comfortable heeled boots, and not the high-heeled, peacock kind. Teach them deportment and dancing, not to show them off, but to make their bodies as nature intended them to be.

Children should get food as often as they feel hungry, but never too much at one time. Fruits, vegetables, farinaceous foods are the best nourishment for children. I would not give meat to any child under ten years of age and very little after. Meat does not nourish the brain; it only feeds the animal propensities in men. Children will show a clearer and a fresher complexion if they eschew meat. Soups, poultry, fish, etc., will do no harm.

In conclusion, I advise all parents who have their children's welfare at heart to co-operate willingly and unselfishly with the teachers, social workers and others interested in the public welfare in the study of flesh and blood. Do not forget Vocational Guidance tends to make your children happy, and in making them useful you feel the real joy of life yourself.

CHAPTER LVII

THE PURPOSE OF VOCATIONAL GUIDANCE

THERE are thousands of young people who have been trained to high ideals in the homes of self-sacrificing parents, who have deserved and received considerate treatment in the schools, who have enjoyed the respect and esteem of their youthful associates, and who have afterward gone out to earn their livings in those occupations which are usually open to young people, the workers in which are, for the most part, unorganized and unprotected. Too frequently they have been compelled to wander around for days in their aimless search for employment; they have often been made to believe that they are worth nothing; they have been persuaded to accept places at pitiful wages, with promises of advancement, in which they afterward learned that there never were any prospects for advancement. They later outgrew places in which there was no special skill or knowledge to be acquired, and were turned out from these without either faith in themselves or in their fellow-men, nor belief in the existence of a sense of fairness or justice in society.

It is the province of Vocational Guidance to prevent such experiences as these by directing the young man or woman in

choice of a vocation, and preparing a means of marketing the ability already developed. However well the barks in which the youthful sailors launch out in the troublesome seas of a commercial and industrial life may be equipped, unless sailing directions are provided, the chances are against them. Since society must in some way or other care for the disheartened, the broken-spirited and the ruined, it might be well for society to provide the sailing directions.

The employers in any rapidly growing city need all the young people who go out from the schools. The schools should be in such a position that they can bring together employers and young people who are equipped to do the work that the employer wants done.

Ex-President Roosevelt's most commendable achievement was his determined and persistent effort to arouse the public to the importance of properly conserving and developing our boundless natural resources. Our future prosperity as a nation depends on the proper use of our national heritage. Civilization must have a substantial material basis. We have been bending our energies as an industrial nation to the task of finding our hidden mineral wealth, of converting the treasures of our minds into the machinery of industry, in drawing upon our forests for the raw materials with which to build cities and towns, in wresting from the marts of the world the accumulated treasures of other nations in exchange for our food products.

In organizing our complicated industrial machinery for doing

this work we have too often allowed our captains of industry to forget that the ultimate object of all this activity is the welfare and prosperity of the individuals that compose this great nation. We have devised and created most efficient blast furnaces for the conversion of iron ores into articles of use to men, and we have allowed these same furnaces to be used for the degradation of the workers and their families. The great leaders in that hive of industry known to us as the city of Pittsburgh have experts of all kinds at work to solve the problem of increasing the efficiency of their factories, but no one knows how many thousands of the workers in the city die of typhoid fever, due to polluted waters; how many others are sacrificed in preventable accidents; how many human integers are permitted to drift needlessly into hospitals, jails, orphanages and insane asylums.

Any industrial system that ignores the welfare of the worker, that assumes that any portion of the men live for working, instead of working, as God intended, to live their lives of aspiration, of wholesome exercise of their human instincts, is intolerable, and is not justified by any feats of production or by any satisfactory monthly balance sheet.

All the agitation for the conservation and utilization of our natural resources is commendable, if it does not blind us to the fact that the real wealth of a nation is not in its natural, but in its spiritual, resources, and that our stability and prosperity as a government depends upon the realization of the fact that the primary mission of all governmental and industrial machinery

is to insure the happiness and prosperity of the individuals who constitute the nation. Organized society fails if it does no more than help a man or woman to be merely an intelligent animal, whom it permits to get a little food, more or less comfortable shelter, through hopeless toil, with intermittent periods of sleep, disability and disease. God intended that man should toil, and labor has been the salvation of generations of men. But God also endowed man with other than brutal instincts.

Organized society is a failure if it does not permit toiling human beings with moderate effort to satisfy their animal wants and, in addition, to work out their spiritual aspirations; to indulge their passion for play and for social enjoyments; to satisfy the instincts of fatherhood and motherhood; to exercise their inclinations to minister to the wants of an oncoming generation and to appropriate to themselves a part of the spiritual heritage of their time and race.

The constituents of a prosperous nation must be skillful industrial units and efficient economic units. For the sake of the nation, it is equally important that our people should not be required to sacrifice, for the sake of skill and efficiency, manliness, womanliness, hope and courage, moral integrity and the feeling of moral responsibility. If man lives only for his work, and if the object of his work is only to secure for his evening meal the bread that will enable him to work the next day, then man is the most wretched of God's creatures, and carnage and plague and pestilence are kind measures to end his wretchedness. Work

has a nobler mission. It was designed to give man faith in his own powers, courage, fortitude, hopefulness; to give him the means to develop and exercise, if perchance he possesses them, Godlike creative powers.

Parents must confront these present-day conditions, and they must face the future. Every father and mother earnestly desires that their boys and girls may avoid the errors into which they inadvertently fell. Every parent feels in a greater or less degree the responsibility of giving his own child the right start in life. But too many parents have but a vague, cloudy conception of what constitutes the right start, or how to assist in planning the future career of the future worker.

Thus it is emphasized, first, that the proper development of the vocational capacities of the children is pre-eminently the problem of the family, and, second, that there is a need among parents, for more light—more knowledge of what to do and how to do it.

It is considered axiomatic that the first requirement of success is adequate preparation for the same. Note, however, that adequate preparation cannot be made until a *choice* of a vocation has been made, and until a definite goal has been fixed.

In one respect social changes have had a most important bearing upon this individual problem of choosing a life career. In the loosely organized industries of our village communities, a young man could start out at any point or begin in any occupation, learn men and things, shift from one employment to an-

other, hold himself ready to improve his prospects as opportunity should offer, travel around the circle of communal activities in larger and larger circles, and perchance arrive at an eminence that would give him command of the resources of the world. In the more complex life of the city, with its insistence upon industrial efficiency, it becomes highly important for the individual to work from the outset toward some definite end.

It may be necessary at the start for him to take what is offered, but he can make his every move, his employments and his leisure, count toward helping him on his way. A penniless young man, who was about to be graduated from the high school, had a desire to become a physician, and his teachers had every reason to believe that he could make a successful physician. Being an Italian, reared in a congested section of a large city, knowing the language and manner of life of his people, medicine seemed to promise him an opening of great usefulness. But he had to make his way. It may seem absurd to set a young man with this aim to learn to become a proofreader, but such was the advice of his vocational counsellors. For a number of months he was given all the proofreading for the school paper. After completing school, employment was secured for him as a proofreader to a linotyper. He worked eight hours on an afternoon shift, studied eight hours, fitted in his preparatory courses wherever he could, saved his money, and has finished his medical course, having made his way through his own efforts.

CHAPTER LVIII

DECIDING UPON A VOCATION

BUT the great problem is—"What shall I choose?" There is current an opinion that unless the clairvoyant, with his supposedly supernatural powers, helps to discover the subtle qualities which permit a man to achieve success in that one line for which nature has designed him, he must fail. Turnips, cabbage and pumpkins, in order to come to maturity, must have each a particular kind of soil, but man, unlike turnips and cabbages, having within himself the springs of energy, has been known to come to maturity and profit in the most diverse situations and discouraging environments.

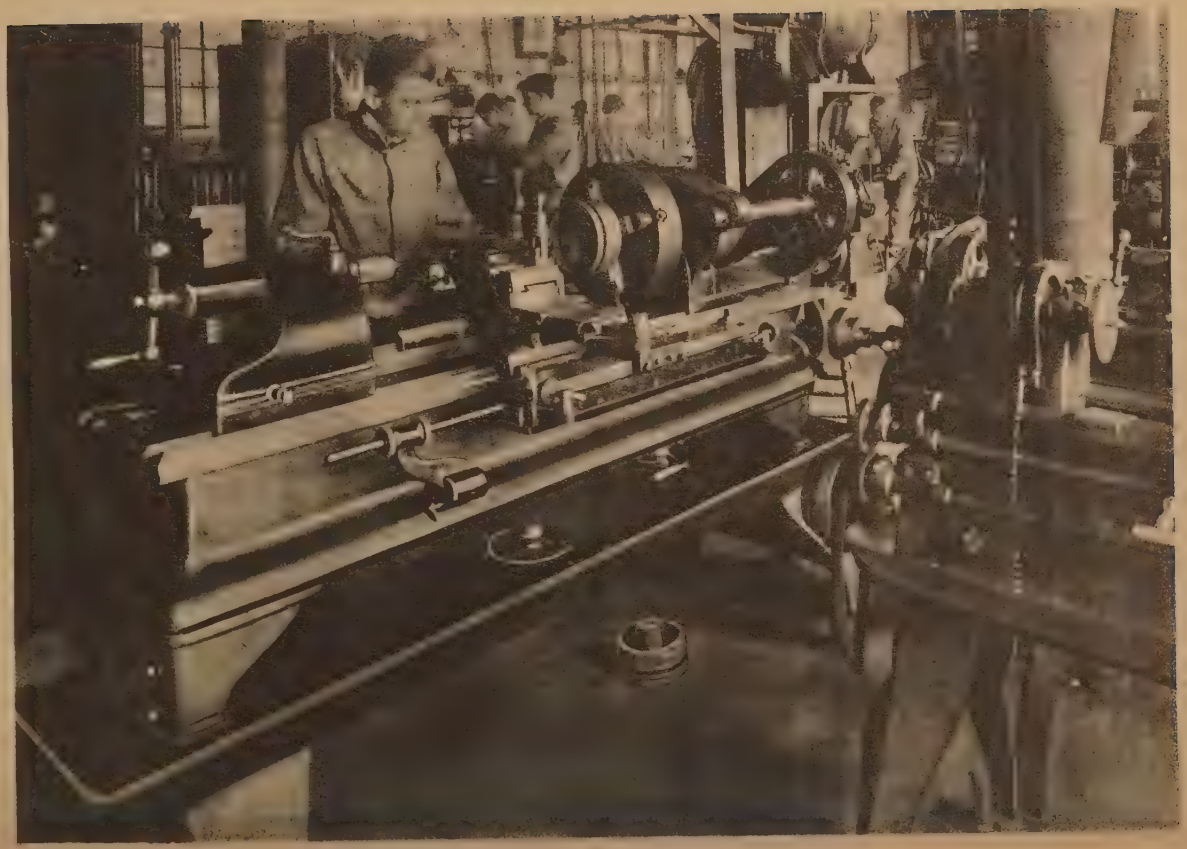
You may depend upon it that any fairly well-balanced young man of maturity, with persistence, patience and industry, may, in almost any career, win those things that are needful to happiness. Society has made enormous strides in minimizing the limitations which are set upon the vocational activities of mature young men and women of wholesome instincts and right inclinations. The platform seems to be a free choice for all, and I am inclined to think that society is willing to say, a first, fair chance for all. But more and more difficult does it become for the person who makes an unwise start or abuses or

misuses his chances. It is so easy for reasonably good-looking boys and girls to get a first position when they leave school, that they are sometimes disposed to lightly value the good opinion of an employer, only to find that after a while the path of a young person who has been at work for a few years without accumulating some marketable references, is a thorny one.

A hundred years ago society answered the question, "What shall a young man choose?" by telling him to follow in the footsteps of his father, but nowadays parents who have seen all the discouragements in their own calling, and only the rosy side of other occupations, are insistent that their children shall enter more promising fields than those in which they struggled.

Our conclusion must be that entrance upon an active career should be postponed as long as possible; that the period of infancy, rational direction and fostering and guiding care should be greatly extended. Every enlargement of our educational activities which tends to keep young people in formal training for an extended period, whether in industrial schools, or trade schools, or high schools, or colleges, in which the work is not too exacting, and in which all their powers are used, must lead not only to an improvement of the conditions of the workers who are in the ranks, but must also tend to increase the potentialities of the new generations of workers.

What is a desirable occupation? I should say, briefly, that a desirable occupation is one that will engage the whole man, his whole interest, the entire range of his activities. It should



TEACHING HIGH SCHOOL BOYS FOR A VOCATION
(MANUAL TRAINING SCHOOL, PHILADELPHIA, PA.)

engage the best of the man, and it should be a means of developing his highest activities.

I should say that the elements of a sound education, which are of real practical value to a boy, are a thorough and ready command of English, a training in reasoning such as comes from a course in mathematics in which the student does the work himself and does not depend on the teacher to explain every step, the facility to interpret plans and drawings, that ability to use stores of knowledge out of great libraries which is only fully acquired by those who know a language besides our own, and above all, a knowledge of the general history of the world, and the laws which determine the great industrial and commercial changes which are continually taking place in society.

Now, a man may have acquired knowledge through close application, or he may have developed skill in many directions through the wise use of his time, and have thus made himself a valuable man, but in order that the young man may realize for himself the full benefits of the value that he has developed, he must have a REPUTATION. He must be known to be valuable. The school and the church prescribe courses of conduct to the young man for his development. The young man who faithfully complies with the prescriptions should have also the help of the school and church in finding the opportunity in life for exercising those acquired habits with advantage to himself.

CHAPTER LIX

THE EMPLOYER

IN making a start the type of employer should be the result of selection as well as the sort of work to be done.

The environment of the young worker must be free from physical and moral dangers, and the occupation must offer opportunity for advancement. I recognize full well that all of us who seek our fullest development must begin by going into service of some kind or other. Even our greatest leaders have first been satisfactory servants. Now, what should we consider as the proper environment for the period of service, so that the highest value may be developed in the worker? This environment is largely made by the employer, so the problem resolves itself into a choice of the right kind of an employer.

What is the right kind of an employer?

I would choose an employer who believes in the square deal when he is dealing with his workers as well as when dealing with his customers. As a general rule, the employer who advertises for the worker and asks the applicant to give references, state his experience and also state the lowest wage for which he would be willing to work, is not likely to be the employer who believes in a square deal. He is more likely to be the employer

who expects to get services performed for the lowest possible pay. Great mercantile houses in their dealings with the public pick out an article, determine its cost, calculate the cost of handling, add a margin of profit, and in this way fix a selling price. The customer who has confidence in the house accepts this price and considers that the merchant is entitled to his fair margin of profit. Now, should not this be the true relation between the employer and the worker? The transaction between them is an exchange of commodities just as is the transaction between the buyer and seller of any other article. An employer wrote to me: "I want a young man with a certain kind of equipment; send him along at once." The question that is naturally asked is, "What are you going to give for the use of that kind of equipment?" What we should be able to say is that the cost of this article to you, for the purpose you mention, is a certain stated sum.

Now, how shall we determine this sum which should be paid in the form of wages or salary?

A young man by the time he reaches the age of seventeen or eighteen years costs his parents in these times anywhere from $2,000 to $4,000, and that represents the investment upon which a reasonable return is expected. This investment is good for the productive period of thirty or forty years. So in addition to interest, which is to be expected, a charge must be made to liquidate the initial cost by the end of the productive period. Then, too, the cost of maintenance must be considered, the

cost of insurance to protect the investment and provision for the periods of idleness and incapacity.

This means that an able-bodied worker of average intelligence, without any special equipment, ought to expect from $8 to $12 per week as a minimum. It is true that the advertiser for workers will receive many responses from those who are willing to work for smaller wages, and for no wages, but he will find that the responses come largely from the drifting element of ne'er-do-wells, who abound in every community, or they come from persons who live according to low standards, and it must follow that an ill-fed and badly housed human being is relatively as unprofitable as any other improperly cared for animal. So the employer who endeavors to buy his labor at less than cost must be satisfied with the leavings of the human bargain counter.

The square deal should mean nothing less than a sufficient compensation for the maintenance of an adequate standard of living, and some reward to those who, by toil and sacrifice, have brought the worker to maturity; otherwise it must mean a dissatisfied worker.

A second consideration is to find an employer to take the risks incidental to the employment. I do not here refer to compensation for accidents, which is generally a matter provided for by legislative enactments. An employer says to me, "I want a high-grade American boy, of good family, and I will start him at $5 per week, and his future will depend upon him-

self." This employer, who knows the conditions of his service and the rate of promotion, asks the worker to serve him at a loss during the initial stages of his service and to take all the risks for the future about which he knows nothing and about which the employer knows practically everything. If that same employer has no confidence in his capacity for selecting a recruit that is likely to come to his own fullness in the environment which the employer provides, he ought to be willing to back up his judgment by paying adequate wages at the outset and taking chances for getting returns for those wages through the more rapid development of the class of workers which the higher initial wage is likely to attract. It is not unlikely that the employer, who takes young recruits, allows them to serve him for a time at a loss to themselves and to their families, then drop off when they discover that they have been imposed upon, to have their places taken by other unsuspecting and hopeful recruits.

The right kind of an employer shares with the employe the risks of the employment by organizing his business so as to reduce the possibilities of "lay-offs," or by paying wages large enough so that the employe is not debilitated by a combination of "lay-offs" and semi-starvation. The payment of reasonable wages, the encouragement of provident funds through associations of employes, will assist in minimizing the evil results of the uncertainties of the periods of employment.

I want an employer who has a flexible organization, who is

ready to contribute toward relieving the monotony of routine work by shifting the workers from one kind of work to another.

In looking over the vocational record of a young man I found that between the ages of sixteen and nineteen he had been doing nothing but turning threads on the barrels of fountain pens. Think of the effect of such a period of work on a growing boy's mind and body!

I want an employer who has a growing organization, but not necessarily a large one. In a small concern the youthful worker has many more chances to get sane views of work by coming in contact with the employer or his immediate representatives than he has in the large concern. Further, his opportunity for learning and applying what he learns is apt to be greater.

The right kind of an employer will respect the independence and the manhood of his employes.

Those that are looking for a working environment, such as is created by employers of this kind, of whom there are many, must keep before them that such employers are generally careful and wise in picking those recruits who are most likely to come to greatest efficiency. What tests the employers use in making these selections must be considered in another connection. In this connection we will consider some ways of getting in touch with employers of this kind. The manager of a large corporation invited me to visit his place so that I might see what excellent oversight is given by the firm to its employes. We walked through one department after another. I was introduced to

prosperous-looking, well-groomed managers and assistant managers, and I was told that most of these men entered the service at the bottom and worked their way up. "How many of these managers, who thoroughly know the conditions here, advise their own sons and daughters and the sons of their neighbors and friends to enter the service?" Surely, if the service was all that it was represented to be, the friends and relatives of those in the service would make a waiting list from which recruits could be selected without advertising.

The best employers will find that their workers are ever ready to introduce their own friends to his service, and the youthful worker who seeks the most desirable employment must not neglect any proper method of cultivating the friendship and winning the favorable notice of others.

For our own purpose we have been enabled to discover such employers through a careful study of the vocational records of large numbers of students who have gone out of our schools.

After locating such employers it was generally easy to secure their attention by reminding them of the use we could be in aiding them when they are making selections for their service.

* * * * * * *

In providing specific information, which will be of actual benefit to the parents who realize the need of help in starting their children rightly, it is necessary to discriminate between boys and girls. The subject must be, to an extent, differently

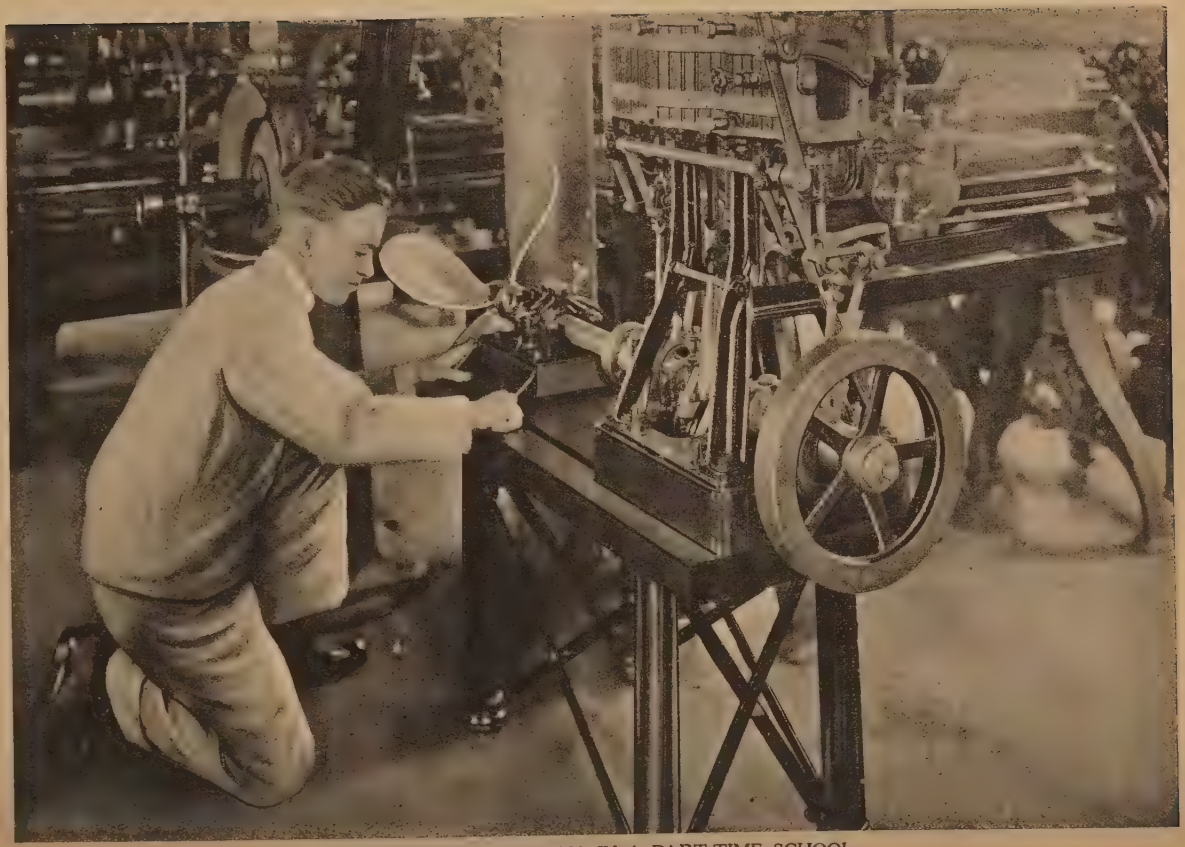
treated; hence, the division of the subject following into two distinct parts, the first endeavoring to show what a boy can do and how he shall start to do it, and the second showing the openings existing for girls and the best means of entering them.

CHAPTER LX

THE BEGINNING OF VOCATIONAL GUIDANCE FOR BOYS

THE undeveloped, the poorly equipped man may be the most useless of beings; the fully matured and well-rounded man has capacities for the most wonderful performances. Performances which are worth while require either a trained or a well-informed mind; either some kind of muscular or of mental skill. The requirements of the world are such that opportunity may be found for the employment of the most varied powers, provided those powers have been trained to efficient work. The first problem for the individual is to find out just in what direction his best powers lie, and to understand somewhat of the nature of these powers.

The work of the school is designed to give a boy an opportunity to try himself in various ways before the demands of life compel him to take up some form of employment. In the school he tries himself, learns what he can do, and also, to some extent, what others have done and how others have accomplished things,—he acquires a knowledge of himself and of his place in the world. The physical and mental tasks of the school should give him confidence in his own powers, make him open-minded to opportunities and give him skill in the use of



VOCATIONAL TRAINING IN A PART-TIME SCHOOL

the wonderful inventions of civilized man. His skill in the use of language should give him access to the world's storehouse of knowledge and a command of the experiences of those who have gone before him; a little training in science and mathematics should teach him how to proceed in the solution of difficult problems; a knowledge of some of the practical arts should be helpful in pointing out to him ways to adapt himself to the requirements of new situations.

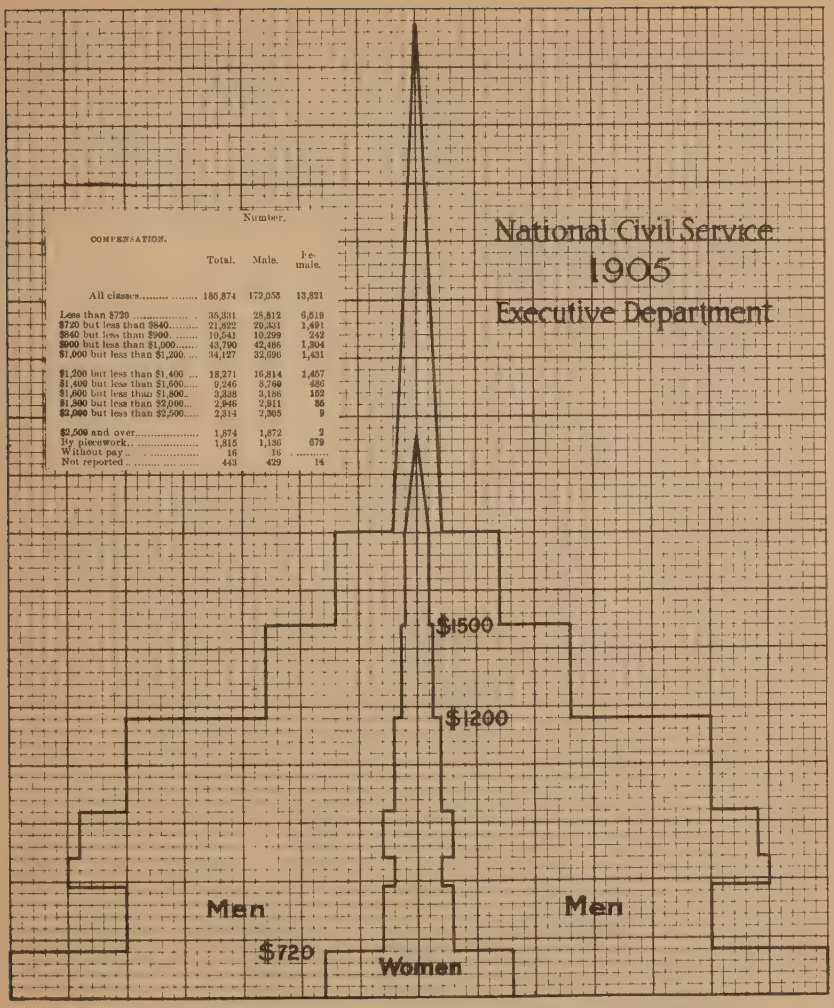
The wider the range of his school work, the longer the period of his preliminary trials of himself, the more active his exertions during this period, the better will he be prepared to enter upon the real work of life. The extent to which he will be useful to others and profitable to himself, will be determined by the care which he exercises in the selection of his work, the skill with which he plans his preparation for his work, his views of the nature and purpose of work, his persistence in following his plans, and his command of the necessary resources and opportunities to make adequate preparation for success.

Many persons believe that if a boy, at an early age, enters into the lower grades of office work, or in a brief period of preparation gets ready for some short cut to a cheap living so as to get a start, the force of circumstances will surely bring him to the top. As industries are organized at present it is more than likely that the petty routine of the lower grades of work will so use up his youthful energies that he will find it too difficult to make the necessary struggle to prepare himself for larger

usefulness. His hours of labor prevent him from enlarging his interests or from adding to his equipment, and he may work on from day to day, waking up after it is too late to the fact that for important duties others are prepared before him; that he no longer learns things easily, and that all that is left for him is to face a long life of bondage to his necessities or years of dependence upon his more fortunate or more energetic friends.

It is true that many young persons find that their duties to their families are such that they must accept any kind of work that is offered, and it is also true that in connection with many industries there are some kinds of work which young people can do as well as, and sometimes better, than older persons. Such work should be accepted only as a means of securing the earnings which are needed for support during the period of preparation for some promising occupation. The crowds which attend the evening schools seem to indicate that young people are beginning to realize that if they enter upon unpromising employments it is only by a determined struggle and a wise use of leisure moments and the most persistent self-denial, they can escape from that which means either industrial slavery in later years or dependence upon charity.

Factories and shops and offices in which the employes are mostly young people are to be avoided because the chances for promotion must necessarily be slight in places where the number of boys employed is much larger than the number of men. The moral tone of it is not always of the best. It is also well



Number.

COMPENSATION.	Total.	Male.	Female.
All classes	185,874	172,053	13,821
Less than $720	35,331	28,812	6,519
$720 but less than $840	21,822	20,331	1,491
$840 but less than $900	10,541	10,299	242
$900 but less than $1,000	43,790	42,486	1,304
$1,000 but less than $1,200	34,127	32,696	1,431
$1,200 but less than $1,400	18,271	16,814	1,457
$1,400 but less than $1,600	9,246	8,760	486
$1,600 but less than $1,800	3,338	3,186	152
$1,800 but less than $2,000	2,946	2,911	35
$2,000 but less than $2,500	2,314	2,305	9
$2,500 and over	1,874	1,872	2
By piecework	1,815	1,136	679
Without pay	16	16	.....
Not reported	443	429	14

CHART SHOWING RELATIVE INCOMES OF 185,874 WORKERS

to avoid those places in which the managers are not ready to give to young people every opportunity to fit themselves for advancement, either in their own or lines of work which lead to more profitable futures.

The boys who have been accustomed in school to depend upon the teachers to push them along must remember that the manager of the shop sustains to them a different relation from that of their teacher. The foreman may well be expected to give the youthful worker an opportunity to go ahead, but he must expect that the worker shall earn for him a profit above the wages which he pays, and the work must first be planned with this end in view and afterward the education of the worker may be considered.

Many boys break away from the training of the schools because they have wrong notions in regard to the meaning of work. Their desire for the possession of the things which are glaringly advertised and for the momentary enjoyment of cheap entertainments lead them to believe that the sole object of work is to provide them the means to satisfy these desires. The ever-growing desires and wants of man should stimulate him to acquire the capacity to earn what is needed to supply these wants, but the purpose of work is to bring man to a complete maturity through the exertions he must make to meet his needs. It is only when his capacity for earning wages exceeds the cost of his maintenance that a man becomes a person of power and influence. If in his youth a boy is satisfied only to acquire the

wage earning capacity to meet his childish wants it is not likely that in his manhood he will have the capacity to meet his larger wants. Such a boy will probably have a good time in his early manhood, while his fellows are making their self-denying struggle, and a hard time in later years when the others have achieved places of independence and of importance.

CHAPTER LXI

VOCATIONAL OUTLOOK FOR BOYS

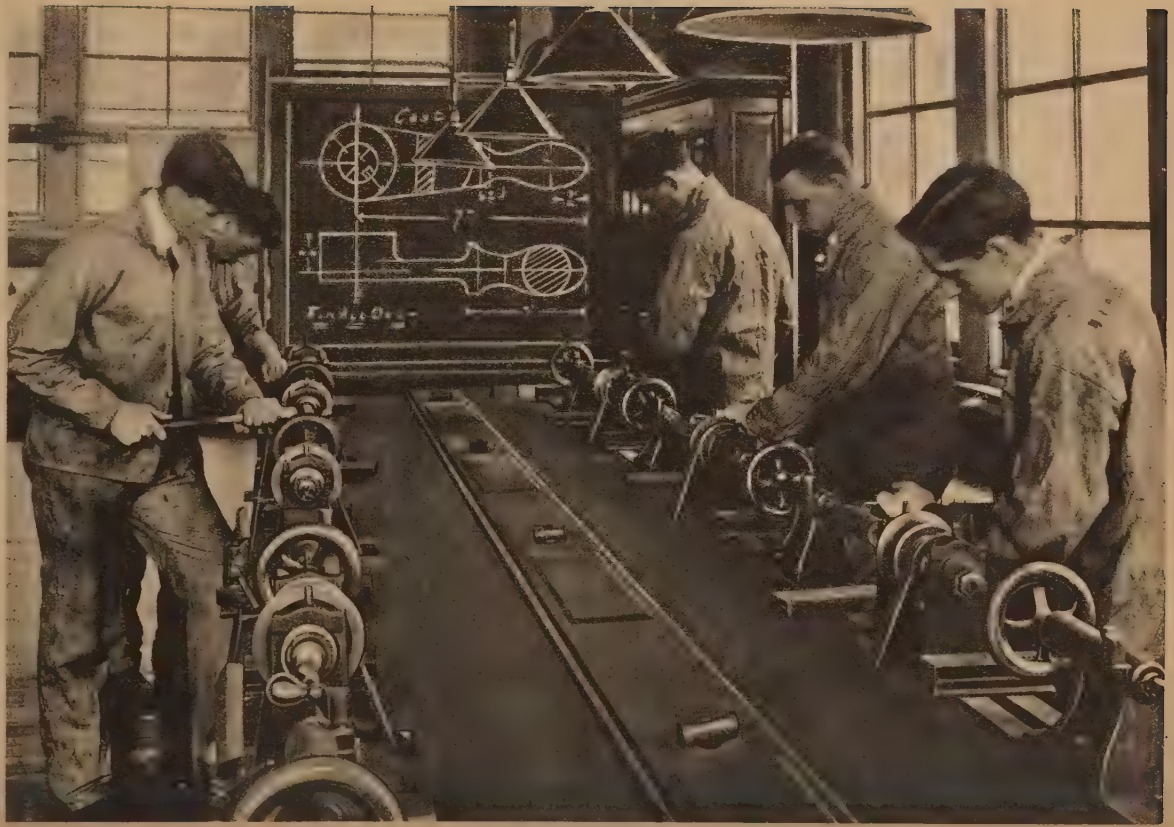
TWENTY years ago two chums, who had grown up in a small railroad village, were attracted to the railroad service. A. secured a job as a brakeman, and B., because of defective eyesight, was rejected. He grieved over his rejection and, not being able to find anything else to do, accepted work with a nearby farmer. For years he toiled early and late, and his toil was made none the easier because of the stories which his aforetime chum could tell of the excitement, comparatively easy hours, and sure pay in the railroad service. The two young men married sisters. The brakeman won his promotion, lived in a cozy village cottage, his wife had what she wanted, and between them they generally managed to spend their earnings before the next pay-day. The young farmer and his wife had years of the hardest kind of work on their farm, with the result that at forty they had attained to the ownership of an attractive home and comparative ease and independence. About this time, as the result of sickness, a slight deafness was the cause of the railroad man's loss of employment. The only thing that saved him from want was the

use of a small cottage on his friend's farm, and the opportunity of working for him by the day.

In the early eighties, two young men, fresh from school, entered one of the departments of the municipal civil service, with fairly good wages and short hours. They had an easy time. One of them enjoyed his evenings out and his Saturday afternoon excursions. Ten years afterward, it mattered little to him that on a certain summer holiday he had participated in a delightful excursion. To his fellow who had spent the same off-days, in taking practical work in surveying, and his winter evenings in studying mathematics, the time so spent meant an addition of a thousand dollars a year when a new department was organized, and by the aid of his experience and his theoretical knowledge he was enabled to outstrip all his competitors in the promotion examination.

Such instances could be multiplied indefinitely, but the conclusion must be that in the early employments the nature of the work is of more importance than the wages; that work which requires a man to exert and use his best powers means more than the wages which enable him to satisfy the wants of a passing moment. The more varied and diverse the demands of his work, the more it will contribute to his development, and the greater will be his capacity for meeting new situations and the larger will be his reserve power.

This reserve power may also be increased by the thrifty and wise use of earnings. After a week of work, an entertainment



PRACTICAL EDUCATION IN THE HIGH SCHOOL

or a supper, with a few agreeable companions, is a source of great pleasure to a young man. By denying himself these, he may, in the course of a few years, accumulate savings through which he may make more profitable business connections, or secure for himself larger returns for the rest of his life.

A young high school student, by the thrifty use of his out-of-school hours, was enabled not only to save enough money to cover a large part of his tuition in a medical school, but to acquire the powers of endurance which enabled him to outstrip all his fellows in the professional school. His extra efforts during a brief period of four years became the very foundation of a most prosperous career.

A boy who goes to work at sixteen years of age has cost his parents for nurture and education at least $3,000. His board, lodging, and other expenses cost him, say $5 a week, and his earnings should bring him a profit over this so as to enable him to provide for himself in time of sickness and in unemployment. So he should have from his employment about $10 a week. He may well accept employment at less, provided he secures from his employment, besides his wages, some business training which may make him more valuable in the future or if his employment brings him in line for promotions to positions which yield profitable returns.

A boy cannot afford to accept a position in a bank at $5 or $6 a week, if he finds that the men who are employed in the higher positions receive only enough to pay their living expenses. He

cannot afford to stand in line and serve for a probationary period at a loss to himself in order that in after years he may be promoted to a place which pays him a bare living, unless the position which he fills allows him the time and the opportunity to fit himself for something that is worth while.

He can afford to serve in a mercantile house for the low wages at which boys usually enter these houses, if by so serving he becomes familiar with prices and commodities, so that he may later qualify for a remunerative position as salesman or manager or buyer.

If a boy goes into a jewelry establishment and has a chance to learn some part of a profitable trade, he can well afford to serve his apprenticeship at a loss to himself and to his parents, but if, on the other hand, his duties during this period of unremunerative service consist entirely in doing messenger service, he would better forego the employment and remain in school until he can prepare himself for some profitable occupation. This means that he must choose some occupation in order to make his preparation.

Neither poverty nor any other untoward circumstance need prevent a young man of reasonably sound preliminary education from choosing any career. The time and energy of any given young man are limited, and the requirements for success in those lines of work which hold out the greatest promise are very broad. Success in these larger fields of usefulness demand a thrifty use of the time and the energy of the aspirant, and that

success will be immediate or remote according to his power of endurance and his ability to command the resources and the opportunities of his preparation.

It is important that his choice should be made at an early period, and that he should go about making his preparation with some well-defined plan. This will prevent the waste of time and energy and secure earlier entrance upon his chosen work. That a boy at the outset must take what is offered him, need not prevent him from realizing some definite purpose at a remote period. A young man, after having been graduated from the high school, determined to go in for chemical engineering. He took what was offered, watched his chance to get work in a laboratory, took evening courses in chemistry, and after four years of rather self-denying toil secured a position as a messenger in an architect's office, mastered his mathematics in the evening school, entered evening classes in architecture and took advantage of his opportunities to advance himself in his employments along the lines of his studies. At twenty-five he was engaged in the practice of his profession, with a promising future. Employers are generally ready to open the way for such ambitious workers.

There seems to be current a belief that unless a man discovers his natural inclinations and finds employment along the lines of these natural inclinations, he must be doomed to failure. This is true of the genius, and his natural inclinations are readily discovered at an early age, but it seems to be the general experi-

ence that the average, well-balanced man has a wide range of capabilities and that he can about as readily develop these in one direction as in another. Most of the young men who have attended high school have done something in the way of studying the life histories of plants and animals, and they should be able to prepare for themselves brief studies of the vocational histories of men and women whom they know. The foreman in the factory in which his father works, the physician who attends his family, the dealer from whom he buys his shoes, the baker, the butcher, the pastor, the teacher, all these and many others may be studied. To study any one of these he may do well to find out the circumstances of the worker's family in his boyhood, the occupation of his father, the extent of his education, the kinds of schools attended, his early employments, and interests, and recreations, how he happened to enter into the line of work in which he engaged, the amount of capital he needed to begin his work and the length of time he continued in his occupation until he found it remunerative.

Such studies will help the average young man to make a choice within the limits and range of his abilities. In considering such records and in reading the inspiring biographies of men who have achieved great successes, it is well enough for the young readers to bear in mind that the conditions for entrance upon the initial stages of various occupations are now far different from what they were at the time when men who are now leaders in their respective lines entered upon their work.

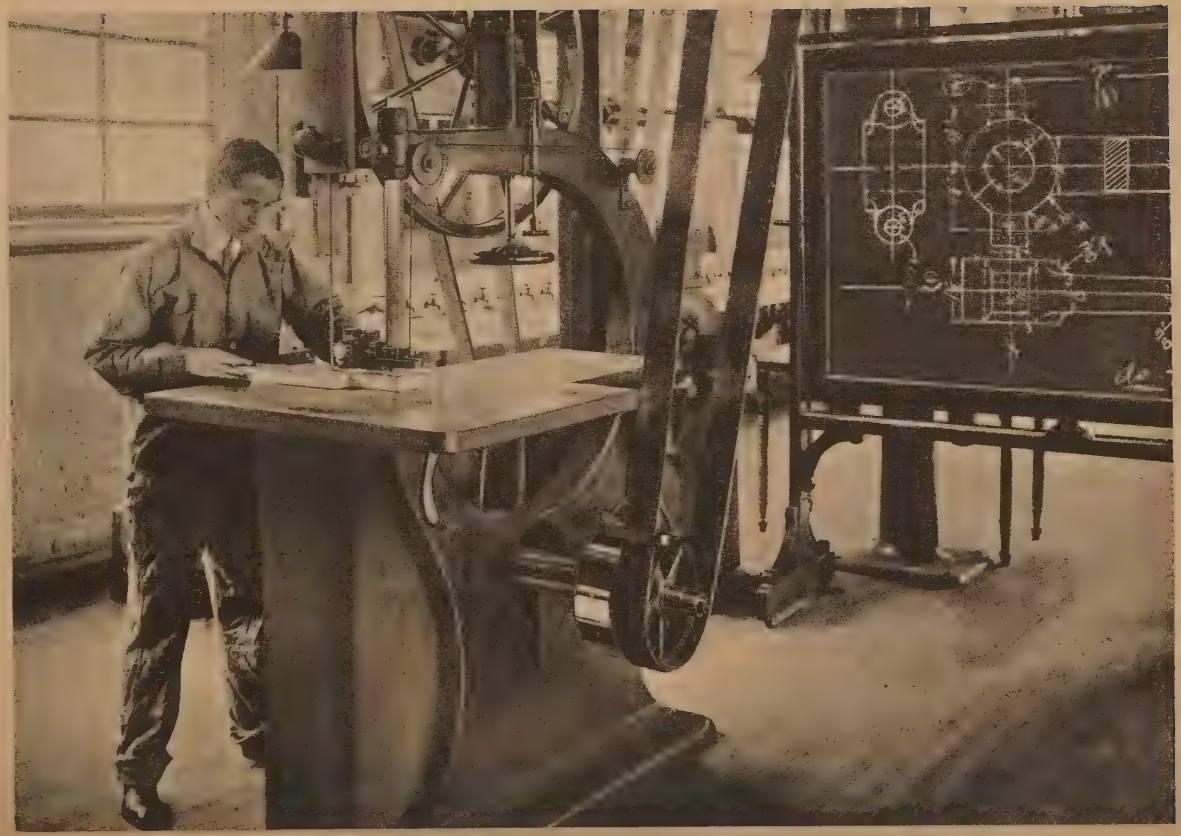
CHAPTER LXII

THE FIELD OF WORK

ROUGHLY classified there are four lines of employment open to the average young man—business proprietorship, the professions, the trades and the hired man's work.

Law, medicine, the ministry, teaching, the wider fields of the engineering and business professions, require for sure success a college as well as a special training. This means from six to eight years of preparation after leaving high school. In some of these professions, a part of the preparation may be made by the aspirant after entering upon his work, but it should be remembered that in all of them he is likely to come into competition sooner or later with men who have had the broadest kind of an education.

The really independent and enterprising young American prefers, perhaps, to enter a trade or a business which he may learn in the expectation of entering into business for himself at some future day. He chooses his line of work, gets with a good employer, saves his earnings, uses every opportunity to broaden himself, makes the acquaintance of an ever-increasing circle of men, and awaits his day.



SUCH EDUCATION AS THIS GIVES THE MECHANICALLY INCLINED BOY THE RIGHT START

The possibility of securing convenient and cheap service of various kinds for small establishments, the lessened faith in the management of great corporations, a growing tendency to scatter the people who are huddled in our great cities, give to the small business man and the independent manufacturer promise of increasing opportunities for success.

The period of preparation for the profession and for business proprietorship is larger than the period required for preparation for the trades and the various forms of service in which wage earners are employed, but the period of productive efficiency is larger in the former than in the latter employments.

It is always possible to secure information about the rates of pay which prevail in various occupations. A strong boy of sixteen may learn the trade of machinist or some line of building work by the time that his playmate finishes his high school course, and earn perhaps the wages of from three to five dollars a day, but it must be remembered that in these lines of work employment is very irregular and uncertain.

The life of the hired man, whether his work is in the civil service, in the service of a corporation or in domestic or personal service, has always the disadvantage that the worker has a lessened control over his own future. The civil service may be reorganized, the corporation may have its business merged with that of other establishments, the business house may have its affairs terminated, and the individual employer may go out of business and leave a man stranded at a period when he finds it

difficult to adjust himself to new work or a new employer. In many of these wage-earning occupations the worker is in constant competiton with an increasing number of people who are willing to work for the bare necessities of life. For the states of New Jersey, Massachusetts and Ohio, whose labor statistics are very reliable, it is estimated that less than one-fourth of the adult male wage earners receive as much as eight hundred dollars a year.

It is true that a period of service is the surest foundation for successful leadership, and industrial leadership is perhaps the highest profession of all. The young man who enters the service of a corporation and thoroughly masters the details of such service, may make himself as valuable that he may dictate the terms of his employment to his employer or secure favorable terms from some competitor, but when it is remembered that in the state of Massachusetts, for example, in the foundries and machine shops but a short time ago, only six per cent of all the workers were earning over $20.00 a week, it will be seen that the chances for working up to a profitable place are very slight and the prospects are unpromising for the boy who leaves school because he cannot keep up with his fellows.

CHAPTER LXIII

PLANNING THE CAREER

AFTER a career has been decided upon it may be well to set in proper order the reason for the decision and also to make a detailed plan for the career. The general who is about to attempt the conquest of a strange country studies that country, considers the line of march, takes account of his supplies and equipment, calls into consultation many persons to criticise his plans, makes changes here and adds to his outfit to supply his deficiencies. The capacity of the general to make a plan and carry it out determines whether the campaign shall end in conquest or in capture. Since the business man, too, may end his career either as a master or as a servant, his plans should be prepared at the outset with due deliberation.

In writing a plan for a career, a young man should set forth:

I. (a) His preferences; (b) the expressed wishes of his parents and friends in regard to his future.

II. (a) His own reasons for his choice; (b) reasons for or against his choice, which were gleaned from books and magazine articles; (c) arguments for or against his choice which were advanced by parents and friends who were consulted.

III. His personal characteristics, by the aid of which he hopes to win success in his chosen vocation.

IV. Educational requirements for success in the chosen vocation.

V. The legal requirements for admission to the practice of the chosen trade or profession.

VI. The school to be attended to meet these requirements, and the estimated time and expense involved in preparation.

VII. The possible rewards as stated in the authorities consulted, and the average number of years of usefulness which workers may expect in the line of work under consideration.

A young man who leaves school without either a thorough general education or special training for some line of work, cannot earn much above the cost of living for the first few years. In estimating the cost of an education there are to be considered the time required, living expenses during that time, cost of tuition and necessary incidental expenses. Catalogs of special schools will aid in making the estimate of cost, and may be had for the asking.

A few examples follow to show how the productive value of an education may be estimated.

The average annual wage of the men over 16 employed in shoe factories is $610. Reports were received from 332 persons employed in a large city as accountants and bookkeepers, and their annual earnings averaged a trifle over $2000. A course in high school and a good school of accountancy need

not take over six years, and a part of the work can be taken in evening classes, yet this special training means an annual income of nearly $1400 a year above the income of the laboring man. To buy an annual income of $1400 for life would require a cash outlay of not less than $28,000 in insurance.

In the same way it was found that the average annual earnings of 5247 employes of paper box factories were $527, and of 262 draughtsmen, from what returns were secured, over $1600. This special training in mathematics, mechanical and architectural drawing, etc., meant an addition to a man's earning capacity of more than $1000 a year, but a life insurance company would require a cash payment of over $20,000 to insure a man at 25 years of age an income of $1000 per year for the rest of his life.

In every sort of an undertaking it is important that the right start should be made. It is better to take a little time and spend a little money, if need be, in order to find an opening in the line of work in which the youth expects to remain permanently, than it is to take the first thing that is offered, with the expectation of changing later.

If friends or acquaintances can secure employment for a boy with a firm in whose services the conditions and terms of employments and the rate of advancement of the workers are known, it is always desirable. After the employment has been secured, the conditions of promotion should be noted, and what special preparation is needed in order to be ready when an

opportunity for promotion comes. The young worker should then enter upon such evening school courses or secure private instruction, that will be the most likely to qualify him for advancement.

If possible, when young people go to interview prospective employers they should be accompanied by some older person so that the terms and conditions and the requirements may be thoroughly understood.

A corporation manager, who employs many young people, says: "If a young man has satisfactorily done his work in school, is a member of the religious society to which his parents belong, and is sufficiently regular in his attendance so that he is known to the officers of the organization, and if he lives with his parents, it indicates that he has a sense of loyalty, a feeling of responsibility, that he recognizes authority and is amenable to instruction and that his associations are better than those of the boy who carouses about on Sundays and holidays."

NOTE—A method of self-analysis for vocational choice will be found in chapter LXIX.

CHAPTER LXIV

THE BASIS OF VOCATIONAL CHOICE FOR GIRLS

WOMAN'S work has grown to such an extent, and the occupations in which she may labor have been so vastly multiplied, that a girl now has a wide field in which to make her choice of a career. The occupations open to women differ widely in respect to preliminary training, hours of work, salary and chances of advancement. In each occupation there are certain qualifications which must be possessed by those who would be successful.

Too often a girl chooses her work without careful thought. After working for some years she discovers that she lacks the attributes which are essential for success in that particular field. A change necessitates loss of time, money and experience. The world is full of economic misfits; poor teachers who would have made good housekeepers; unsatisfactory business women who would have met with splendid success in a library or a class room.

A young woman cannot give too much consideration to the choice of a career. She should consider her own inclinations and study her own powers. Her parents and relatives and others who are interested in her and who have watched her

Annual Wages	Shoe Factories	Men's Clothing Factories	Women's Clothing Shops	Millinery and Laces	Silk Factories	Bakeries	Paper Box Factories	Furniture Factories	Musical Instruments	Foundries, Machine Shops	Structural Iron Work	Bookbinding, Blank Books	Printing and Pub'g. Books	Printing, Pub'g. Newspapers	Mechanics	Oilers, Stokers, Chauffeurs, Steam Engineers	Office Boys, Clerks, Chief Clerks	Stenographers, Copyists	Book-keepers, Accountants	Draughtsmen	Schoolmen	Doctors	Architects	Axemen, etc., Civil Engineers	Lawyers, Law Clerks, Judges
Over $12000																								1	44
10000 to 12000																								5	140
9000 to 10000																									12
8000 to 9000																									64
7000 to 8000																								13	66
6000 to 7000																			2		8			15	76
5000 to 6000																			2		12			17	88
4500 to 5000																			7					5	22
4000 to 4500																			48				66	33	58
3500 to 4000																	2		57		109	10	58	35	42
3000 to 3500																	9	71	75		29	30	27	62	124
2800 to 3000																	6		9				6	9	16
2700 to 2800																	3				55			10	19
2600 to 2700																	2				55		18	9	9
2500 to 2600																	17	19	73	5	10	18	32	26	34
2400 to 2500																	6		42		33	14	32	40	48
2300 to 2400																	3	186	14	28		13	39		3
2200 to 2300																	5		10	5	32	12	12		
2100 to 2200																	14		21	40	12		18	10	
2000 to 2100																	32	34	90		69		27	70	42
1900 to 2000																	27	27	48	12	54	15	42	20	6
1800 to 1900																13	43	70	78	252	46	76	144	94	36
1700 to 1800																	4		20	102	66			5	
1600 to 1700																6	42	21	66	176	68		64	43	8
1500 to 1600																34	92	108	126	92	86	72	52	63	33
1400 to 1500																					31			12	
1300 to 1400																74	144	58	105	90	148	141		33	74	6
Over 1300	16	34	67	77	25	4	8	5	43	14	18	21	74	213											
1200 to 1300	7	21	17	19	8	4	4	5	13	8	26	14	21	22	348	204	83	161	87	140	54	740	440	35	6
1100 to 1200	14	34	34	36	16	10	8	9	28	13	28	25	26	37			5				11				
1000 to 1100	21	51	51	54	18	15	12	14	42	22	42	36	44	46	503	346	106	106	20		98			150	
900 to 1000	25	57	41	34	66	73	32	36	62	58	50	44	47	39	22	14	102	98			21				
800 to 900	46	106	76	62	99	109	51	59	92	88	72	66	69	51		4	11							100	
700 to 800	69	159	114	93	165	175	80	85	145	143	120	110	115	80		56	69								
600 to 700	123	125	147	124	133	235	122	127	127	134	133	120	121	115			64								
500 to 600	161	144	150	131	104	158	188	168	131	146	188	129	85	102			25								
400 to 500	188	132	157	122	123	104	167	230	115	191	161	149	112	98			68								
300 to 400	173	116	88	127	99	59	150	158	97	89	122	131	93	80			102								
200 to 300	108	87	41	78	100	36	123	69	75	55	23	115	92	63											
Below 200	49	34	17	43	44	18	55	34	30	39	17	40	81	54											

CHART SHOWING RELATIVE COMPENSATION IN VARIOUS LINES OF WORK

development from childhood, should be consulted. The teachers, who are familiar with her work and capabilities, will be ready to discuss the question with her. Her family may be connected with men and women who are in the various professions. These will be able to furnish accurate and detailed information in regard to their own field of work.

Before deciding to undertake preparation for any particular calling a girl should determine (1) if she has the physical strength which the work may require; (2) if she can afford the time and command the means which thorough preparation requires; (3) if she has the strength of character to withstand the unfavorable influences of the association into which the particular work would throw her: (4) if the hours of work, the pay and the prospects compare favorably with other callings which are open to her.

Unless a girl has a general education equivalent to that which is required for graduation from high school or training along some special lines, it is hardly possible for her to secure any employment except in the poorly paid grades of work, in domestic service, in stores or in factories.

There are open to girls who desire to earn their living a large number of interesting occupations which are directly connected with their life interests. These positions offer opportunities for the clever, progressive woman, for they demand her best thought in industrial, economic and sociological fields. The salaries paid are good, and the supply of workers does not

equal the demand. They offer opportunities to rise, for they range from that of an assistant worker to the highest professional and executive occupations.

In considering what is best as a vocational decision for girls, varying lines of employment will be discussed in an endeavor to give to the young worker a correct outlook on the field in general and the possibilities of several individual occupations.

* * * * * * * *

One of the earliest questions that arises is whether or not the girl should go to college. The answer depends largely on the use that the individual may make of the costly education secured, but there are certain benefits, physical, intellectual and social, which will logically follow the college training.

In college a girl spends four years of her life in surroundings where every detail has been planned to contribute toward her sound physical development. The air is pure. The food is simple and wholesome. Exercise is required and the laws of health are enforced.

In college, the girl's mind is trained to habits of industry and concentration. The ability to grasp a subject, to separate the significant from the trivial, and to take a broader view of a subject, are valuable powers, no matter what her future work may be. In many professions the possession of a college degree gives a certain prestige, and if it does not assure advancement, it makes progress easier.

The college is the meeting ground of all classes; here the

rich and poor, the aristocratic and the humble, work side by side. Among her instructors the girl will find women of noble natures, who develop in her right ideals of womanhood; among her associates she forms close and lasting friendships.

CHAPTER LXV

TEACHING AND THE PROFESSIONS

LET us now see what sort of outlook may be given the young worker, and the possibilities existing in some well-known vocations.

Teaching. The demand for teachers will always be great. There are many opportunities for advancement to highly paid positions for the ambitious girl who is well prepared for this work.

For kindergarten work special training is necessary. Such preparatory work can be taken up in most normal schools and many colleges and universities, as well as in many private schools for kindergartners. The school hours for kindergarten work are shorter, and less outside preparation is required. The work with little children is more attractive and the nervous strain on the teacher is not as great as with the older classes. Kindergartners usually receive salaries of from $600 to $1300 per annum.

There are three ways of preparing for teaching in elementary schools: (1) The candidate may take the regular high school course and then a training school course of two years. In the training school, methods of teaching are emphasized and a

model school is operated. (2) She may go to the normal, where academic and professional studies are carried on at the same time. (3) She may so select her work at college that she will secure in her fourth year the training that will enable her to pass the preliminary examinations for teaching. By making her preparation in college she will increase her chances for advancement after she enters upon the work of teaching. The initial salary is usually from $50 to $75 per month.

A college degree is required of the candidate for high school positions in many cities, although in many places normal and training school graduates can secure high school appointments, provided they pass a prescribed examination. Girls who cannot go to college may take the training school course, secure positions as teachers in elementary schools, and while teaching, do the work which will entitle them to their college degrees, after which they may secure promotion to high school positions.

In addition to teaching in the general interpretation of the term, a new field for the household arts is beginning in trade education for girls. This instruction aims to help those girls who must earn their living the moment the compulsory school years are over, and who require short, highly specialized education. In such schools, teachers of various kinds are needed, all of whom, in addition to their technical training, must know conditions of the industrial world today. This field includes:

Teachers of handwork in trade schools; sewing, garment and uniform making, lingerie, dressmaking, millinery, foot and

electric power sewing machines and like subjects connected with women's work.

Teachers of trade academic work, who must know the history of the industries, the vocabulary and arithmetic required in each trade, and also the labor, civic and legal problems connected with the working girl.

Teachers of cookery, who can teach working girls to choose and cook the most nourishing food at the least cost, as well as to equip girls to earn their living as cooks in domestic service, or in the employ of lunch rooms and restaurants.

Still another indication of the progress of women's work is the growing demand for teachers of still more specialized subjects. For example: Teaching salesmanship, a new field, to train girls to higher ability in stores, etc.

Social secretaries; teachers of household arts who are also social workers are particularly needed. They can train the salesgirls in large stores and organize clubs and courses of instruction in stores or in factory towns.

Miscellaneous schools of all kinds are demanding household arts teachers. Schools for defectives, such as blind, deaf and dumb, general and orthopedic hospitals, reformatories, asylums and settlements.

These teaching positions are developing each year. The success of the well-trained teachers of household arts is making them factors in combining social and industrial training with the educational.

Teachers of sewing and cooking receive from $900 to $2000 a year; social secretaries, $800 to $1500; teaching nurses, $800 to $1500; principals of schools, $1000 to $3500.

With college or technical training a girl may aspire to such positions as instructor and professor in colleges, agricultural schools and universities, with salaries ranging from $900 to $3500 a year; supervisor of domestic art and domestic science in city school systems, $1000 to $3000, and directors in institutions and hospitals, $600 to $3000.

There are many successful practicing female physicians, as well as a large number connected with hospitals and benevolent organizations. A girl should not expect to enter upon the preparation for the medical profession unless she has graduated from high school, possesses a robust constitution and has ample means to enable her to spend from six to ten years in college and in hospitals.

The requirements for entrance to medical colleges are rapidly being raised, and the term has already been lengthened in many of the best colleges. The tuition fees are from $100 to $200 per year.

It is most desirable that a young woman who graduates from a medical college should engage in hospital practice for a few years after graduation. During this time she may expect her living expenses and no more. After engaging in general practice she may, from the beginning, probably make her necessary expenses, and as her practice increases her income may increase

to a satisfactory figure. She may possibly secure an appointment in city service at $1200 to $1800 a year, or as a medical director for schools or railway corporations or life insurance companies.

CHAPTER LXVI

MISCELLANEOUS VOCATIONS FOR WOMEN AND GIRLS

JOURNALISM and Literature. The work of large newspapers is carried on mainly by men. The women who are employed usually receive small salaries. The associations are not always the best for a girl worker. Young women, however, frequently find very pleasant and lucrative employments with the weekly and monthly journals and trade and special publications.

Illustrating for newspapers and magazines and drawing for magazines of fashions offer attractive fields for young women with a talent for that work and thorough training.

Literary work, meaning *writing* of books, magazine articles and the like, requires years of practice as well as unusual natural and acquired equipment. As a sole means of livelihood it should not be attempted, though many young writers, employed in other lines, increase their incomes materially by their literary efforts.

Social work. Settlement workers: In all large cities there are social settlements, affording opportunities for young women not only to earn a living, but to accomplish the greater work of benefitting needy humanity. A "settlement" consists of a

house in the poorer districts of a city, where men and women of refinement live, that they may come in contact with and better the condition of those surrounding them. Settlement workers organize and supervise clubs for entertainment, provide libraries, reading rooms and lectures, and furnish instruction, principally of religious or esthetic nature. In addition to the work of the settlements, there is a considerable demand for generously-minded, sympathetic and well-trained young women in connection with the numerous benevolent and philanthropic organizations of all large cities. Social workers should have the equivalent of a college training. There are a few schools expressly for preparation for social work, and their graduates are in demand to assist in relief work in connection with charity organizations, probation work in connection with courts and prisons, to make government investigations and assist in social work associated with hospitals and orphanages. The remuneration of a social worker is necessarily smaller than that of an industrial worker. She, however, is bound to derive satisfaction from the results of her work. Salaries are from $500 to about $1000 a year.

Office work. In many business houses girls who have had the advantage of a high school training are preferred because their managers have learned that these girls possess greater intelligence and that their minds have been trained to habits of control and concentration. Although the market is overstocked with untrained office assistants, there are not enough well-edu-

cated, capable and efficient young women to fill the places open to them.

The initial salary for stenographers is usually from $5 to $10; bookkeepers start at about the same, but a girl who has a knowledge of shorthand and typewriting, combined with some training in bookkeeping, usually commands a somewhat higher salary at the beginning and has a better chance of securing work. A capable and earnest stenographer with a *thorough knowledge* and *ready command* of English is frequently paid $15 to $25 per week. Women of great efficiency may advance themselves to positions of trust as private secretaries.

There is a rapidly increasing demand for capable operators of various duplicating machines in offices, and typists trained in transcribing dictation from the phonograph.

Business schools offering commercial courses are plentiful. Courses in stenography usually require from five to ten months. The student should have good knowledge of English, particularly of grammar, spelling and punctuation. Too many business schools are willing to accept students without this basic knowledge, which is so necessary to success.

Commercial courses of three years are offered in most high schools, as well as evening courses. A working knowledge of a foreign language, German, French or Spanish, will be valuable to the office worker who wishes to advance herself. She should also try to cultivate carefulness of judgment, reliability and accuracy, industry, neatness and good manners.

Canvassers of commercial schools sometimes leave the impression that the only way to find an opening in business is through the agency of the school in which the candidate has been taught. A thoroughly competent person will have little difficulty in finding an opening and incompetent persons cannot hold a position long, even if they are able to secure one.

Nursing. Supervisors of the training classes for nurses are always glad to receive into their classes the girls who have graduated from high schools. In classes connected with the hospitals of most cities the instruction is free. The courses average three years. During training a nurse receives her board and laundry free and frequently a small cash allowance in addition. If the number of applicants exceeds the accomodations, preference is given to those having the highest credentials from their schools. In no hospitals are girls under eighteen admitted to the training classes, and in most of them the age limit is higher. To succeed in this field a girl should possess sound health, a cheerful disposition and an inclination for the work. Trained, or "graduate," nurses are always in demand. They receive $25 per week in ordinary cases and $30 per week in contagious diseases. As head nurses in hospitals they receive $40 to $75 a month and maintenance. Nurses are employed by cities for work in the public schools and in the tenement districts. They are appointed after a competitive examination. Salaries are about $900 a year. In some cities it is possible to secure, through schools or the Young Women's

Christian Association, a short course in nursing, preparing young women to be attendant nurses. After this training they can command $8 per week the first year; $10 the second; afterwards from $12 to $16.

Library work. Library work offers a congenial occupation to the girl fond of books and culture. The demand for trained librarians is in excess of the supply. The work is pleasant and free from nervous strain. It is done in pleasant surroundings, and although the hours are long and the vacations short, the librarian at the end of the year is probably less exhausted than her sister who has labored in other fields. Well-trained workers receive from $40 to $75 per month, and head workers from $1500 to $2000 per year.

Several schools in large cities offer one year courses which are open to high school graduates who pass the required entrance examinations in History, Literature, French, German and general information. The state of New York maintains a library training school at Albany. It requires a course of two years and is open to college graduates only. The tuition fee is $100 for the entire course.

At Pittsburgh, Pa., there is a school for the training of children's librarians. The course is two years, and the demand for the graduates of this school exceeds the supply.

Civil service. There are many well-paying positions in the civil service of the government of the city, state and nation, for clerks, stenographers, laboratory assistants, draughtsmen, etc.

For these, applicants must enter competitive examinations. The candidate who has not a good mastery of English, ready skill in the use of figures and a fairly good handwriting, has slim chances of winning a desirable appointment. Public notice of examinations is given in most of the daily papers, and complete information in regard to all matters connected with appointments in the various departments of civil service may be secured by inquiry of the civil service commission of a city or state, and the requirements for the various grades of service in the national government may be secured by writing to the civil service commission at Washington, asking for a schedule of examinations.

Telephone and telegraph service. Girls over sixteen years of age may secure work with the telephone companies. A girl of good character, robust health, steady nerves, sound hearing, agreeable disposition, possessing a good general education, usually can find an opening. A beginner receives four dollars a week and works eight hours a day. After three years a girl may get eight or possibly ten dollars a week. Two weeks' vacation are given and night work is sometimes required. The work is steady and the associations are generally good. Switch board operators in private exchanges are apt to have longer hours, and are able to earn more than operators in the regular exchanges.

The telegraph companies employ girls of good general education to begin as check girls at $3.50 a week. During the first year they receive two hours or more instruction daily. Apt

and promising girls at the end of the first year may be assigned to instruments at $25 a month, after which they are advanced according to ability. Skilled operators may earn $60 to $70 per month. Operators of private wires in commercial houses receive higher wages. They hold responsible and confidential, and often very desirable positions.

The Graphic Arts. Under this heading a wide range of occupations is included, and many of them offer unusually favorable opportunities.

Making charts and diagrams affords occupation for a large number of persons. The qualifications are habits of neatness and perhaps skill in the use of drawing instruments, thorough training in arithmetic and some knowledge of geometry and algebra.

Making signs and placards. The sign writer is an important factor in modern business life. The work requires taste, skill in drawing with brush or pen, and if the ability to write catchy and forceful sentences is added, the chances for success are greater.

Mapping. The surveyors and engineers furnish measurements and sketches to the draughtsman, who makes the map. Requisite qualifications are accuracy, skill in the use of drawing instruments, training in the use of the scale and thorough knowledge of arithmetic.

Illustrating. Women are doing this work with great success. The market for illustrations includes book and magazine work,

and commercial work for advertising. Positions may be had with publishing houses, newspapers and advertising agencies, but most successful illustrators work independently, either selling their ideas, or producing drawings upon orders from the several houses which patronize them.

Designing, including costume designing, requires, in addition to mechanical skill, originality and a knowledge of business conditions and demands in the line engaging attention.

CHAPTER LXVII

DEPARTMENT STORE AND FACTORY WORK

THE conditions under which the girl in the department store works are usually better than the conditions facing the factory girl, the associations are usually better and the chances for promotion more encouraging. Of course there is a great difference in business houses; while some pursue the policy of securing the maximum of labor for the minimum wage, there are many managers who are quick to recognize an able woman and to advance her.

Going into a big store for the first time, a new girl will be given one of the following kinds of duties to perform:

Marking merchandise. Requires speed and accuracy. Excellent opportunity to learn qualities and values of stock. Wages are $4 to $8 per week.

Stock work. Caring for and arranging stock. Wages are about the same as those paid in the marking room. The work is considered desirable, as it places a girl more directly in line for promotion to a selling position.

Cashiers and examiners. Each department or group of departments has its bundle desk in charge of a cashier and examiner. All merchandise sold is presented at this desk with

the sales slip and money, if it is a cash sale, to be examined, packed, etc. The qualities demanded for this work are carefulness, accuracy, speed when necessary, and above all, the ability to organize and handle the work so as to avoid getting confused when sales are coming thick and fast. Wages vary from $4 to $12 a week.

Saleswomen. The possibilities for really intelligent constructive work by a well-intentioned, ambitious and properly trained saleswoman are very great. Good salesmanship is by no means a simple rudimentary thing that anybody can perform. It is a compound of some science and more art. A saleswoman must first put herself in the right attitude toward her work. She must determine to comply strictly with the rules of the house, to be genuinely eager to please and serve and to study her work and her patrons so as to be able not merely to show goods and state prices, but to tactfully suggest to the customer the selection that will best meet her needs and satisfy her most fully.

General information about the merchandise is of great value, and includes information as to materials, sources of supply, processes of manufacture, reason for variation in quality and price, etc.

The wages of saleswomen range from $6 to $20 per week. Not infrequently women are found, however, who earn $100 or more a month. The premium system of wage payment has to some extent been introduced into the large stores.

Among executive and semi-executive positions open to

women in large stores, and which carry with them some executive authority and larger salaries, are:

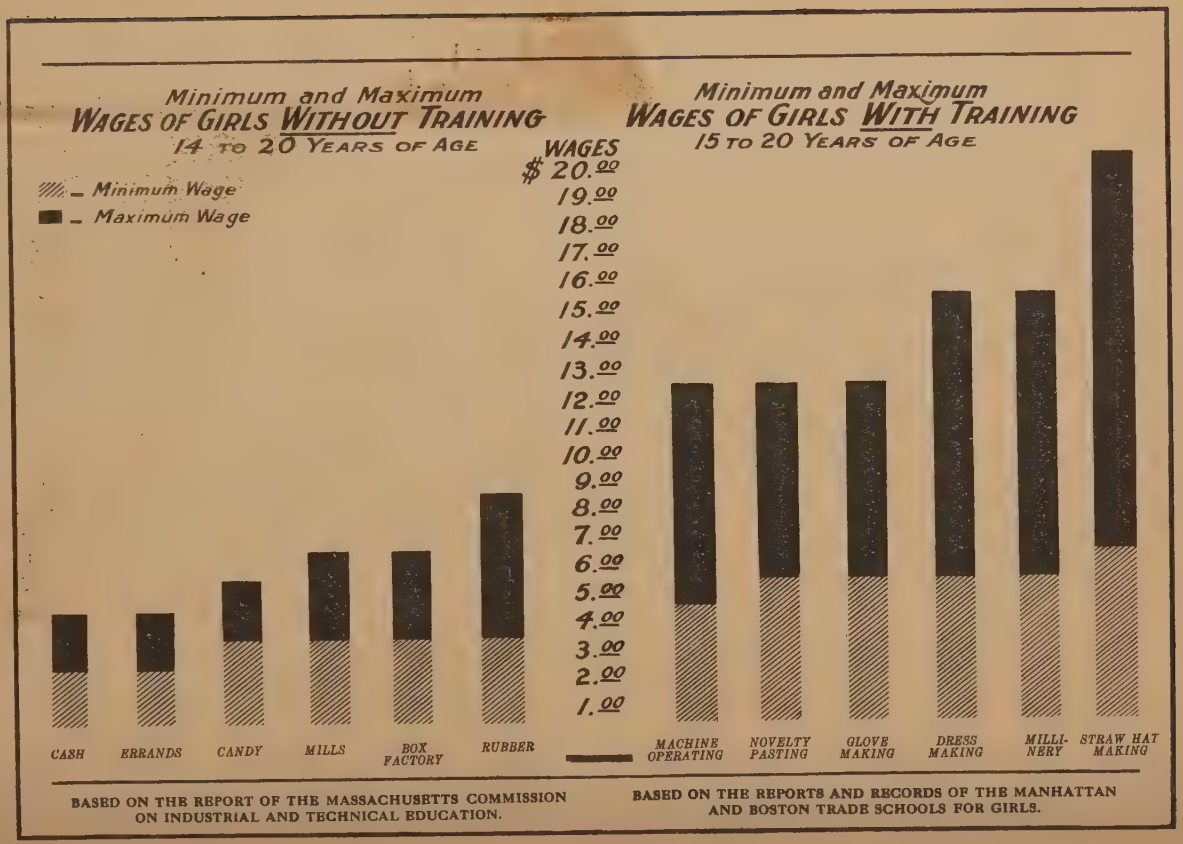
Head of stock. The duties required are looking after the condition of stock, following up special orders, hastening deliveries, etc. It usually offers an opportunity of learning the duties of a buyer. Salaries range from $15 to $30 per week.

The position most highly prized by the ambitious woman is that of buyer. She must be able to anticipate the demands and the changes which the tastes and the desires of the public undergo. Often her orders must be placed months ahead, and her mistakes may mean a heavy loss to the firm. While a buyer's salary may run from $30 to $100 a week, an exceptionally capable buyer, by making herself invaluable to her firm, may practically command her own price. Some of these receive $5000 to $10,000 per year. Buyers in some lines make semi-annual trips abroad for the purchase of stock.

It may be said that in department store work the possibilities for high grade work, demanding intelligence, education and technical training, have not been touched. Wages in minor positions are not all that could be desired, but the big prizes are numerous.

Factory work. Girls who drop out of the lower grades at high school in order to seek employment cannot expect to earn more than the small wages paid in stores and factories.

It is not intimated that factory work honestly performed is not honorable, and it should be remembered that the labor of the


Minimum and Maximum
WAGES OF GIRLS WITHOUT TRAINING
14 TO 20 YEARS OF AGE
Minimum Wage
Maximum Wage
WAGES
$ 20.00
19.00
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CASH
ERRANDS
CANDY
MILLS
BOX FACTORY
RUBBER
Minimum and Maximum
WAGES OF GIRLS WITH TRAINING
15 TO 20 YEARS OF AGE
MACHINE OPERATING
NOVELTY PASTING
GLOVE MAKING
DRESS MAKING
MILLINERY
STRAW HAT MAKING
BASED ON THE REPORT OF THE MASSACHUSETTS COMMISSION ON INDUSTRIAL AND TECHNICAL EDUCATION.
BASED ON THE REPORTS AND RECORDS OF THE MANHATTAN AND BOSTON TRADE SCHOOLS FOR GIRLS.

busy factory hands adds greatly to our national wealth, but the unskilled and untrained workers are the ones who must meet the keenest competition and be satisfied with the lowest pay.

Statistics compiled in the state of New York some time ago revealed that over half the children working in the factories were receiving less than $4 per week, and half of the women were earning less than $6 per week. To the girl who is tempted to leave school to enter this poorly paid army of workers it may be said that, for every additional year which a girl spends in acquiring a special training, she adds to her earnings at maturity what is equivalent to the income of, at the least, $1000.

It is not possible to mention the many grades and lines of factory work which are open to girls, and generally the girl who leaves school before completing her education to enter the ranks of untrained workers must take what is offered to her.

The laws regulating the employment of girls in factories are usually posted in workshops, and factory employes will do well to study these so that they may know to what rights and privileges they are entitled.

If possible, girls should avoid those lines of work in which employment depends upon the seasons.

Young girls who are compelled to work in dangerous situations or in unhealthful surroundings or with immoral associates, should report the facts to some responsible person so that the conditions can be brought to the attention of the authorities.

CHAPTER LXVIII

BUSINESS PROPRIETORSHIP

MANY high school girls in deciding upon a vocation may desire to consider the possibility of embarking in business for themselves at some future time or to learn some trade or business with which they may continue their connection if at some future time they decide to embark upon that most important business of all for women, which is home making. Dressmaking, millinery, photography, and various kinds of retail business will permit her to do this.

A girl with a high school training who has some creative ability may well consider whether she may not find happier, more independent and more lucrative employment at dressmaking, millinery or costume designing than in either the office or school room. Many advanced schools offer courses, which vary in length from three months to a year. After completing a good course a girl should be able to command $2.50 to $3.00 a day, and if, later on, she goes into business independently she may build up an exceedingly profitable patronage.

Women are numbered among the most successful portrait photographers of the country. For a young girl who has successfully done her work in chemistry and physics and in free-

hand and perspective drawing in the high school, this should be an attractive field. The subject is taught at some trade schools, but probably the best preparation for a successful career in this line will be found by serving as an apprentice in the studio of a first class photographer.

A young woman who has ambition to manage a retail business of her own is advised to take first a thorough business course in the commercial department of a high school or in a business school. It is possible for her to take a commercial course in an evening high school while she is serving an apprenticeship in her chosen line of business. Her aim should be to get into the employment of a small house in which it may be possible for an employe to become familiar with many more details of the work than when she is employed all the time in the same capacity in a large house.

Work in Domestic Science is a comparatively new field for women. There are unlimited opportunities for the well-trained worker. A young woman may prepare to become a teacher of the subject or a practical worker.

If a young woman wishes to take up practical work in this field she may become an acting housekeeper in a home, hotel, orphanage, or a sanitarium or a dietitian in a hospital or a dispensary.

There are many grades of the work in teaching. The different branches of the work are taught in elementary schools, high schools, colleges, industrial schools, social settlements and

universities. Salaries range from $600 per year, upward. In New York City the pay is from $900 to $1200 per year.

As acting housekeeper, a woman supervises the servants, looks after the ordering of the supplies and keeps the accounts. As dietitian she may be called on to teach nurses how to direct the cooking for invalids and to prescribe dietaries. The hours in this work are long and the salaries may range from $40 to $100 per month.

Additional professions in which women are successfully engaged are: Accountancy, Architecture, Chemistry, Dentistry, Elocution, Floriculture, Horticulture, Music, Optometry, Osteopathy, Painting, Pharmacy, Sculpture, the Stage.

Women are also successfully engaged in the following business lines and trades. Many of them are deserving of close consideration on the part of the girl who is endeavoring to make a vocational choice. Advertising, Artificial Flower Making, Art Dealers, Bookbinding, Book Selling, Confectionery, Children's Outfitting, Decorating, Doll Repairing, Employment Agencies, Hairdressing, Market Gardening, Music Dealers, Moving Pictures, Printing, Poultry Raising, Purchasing Agencies, Retail Dry Goods, Retail Jewelry, Stationery.

FINDING AN OPENING

Sometimes young people who go out into the world to support themselves think that they must take the first thing that is offered to them. They do not know that they may choose their

careers, yet this is, to a large extent, true of young people of good character with a good general education.

It is better to take a little time, and to spend a little money, if necessary, in order to find an opening in the line of work in which the worker expects to remain permanently than it is to take the first thing that is offered with the expectation of making a change later. It should also be remembered that places offering good prospects of advancement do not usually pay as well in the beginning as the places for which no special training is required. The important thing is not the wages which the worker can earn at the beginning, but that she should start in a line of work for which she is suited, with a reasonable employer.

The applicant should choose a line of work; if possible, find employment which will lead to success in that line; and take up such evening school courses or secure the private instruction which may be necessary to qualify her for advancement.

If the friends or acquaintances of the applicant can secure for her employment with a firm in whose service the conditions and terms of employment and the plan of advancement of the workers is known, it is always desirable, but the desire to secure employment in some store in which a boon companion is employed is not usually a good reason to determine the choice of a girl. The danger is that the desire for companionship will cause her to overlook what ought to be more weighty considerations.

In laying out a plan for a career, a girl should thoughtfully prepare and put in writing the same form as that recommended in the chapter for boys, and thus become familiar with the outlook, the rewards and the requirements of her chosen vocation.

CHAPTER LXIX

A FORM OF SELF-ANALYSIS—FOR BOYS AND GIRLS

SELF-ANALYSIS is vitally essential in determining choice of a vocation. Such analysis must be prepared honestly, thoughtfully, and, if possible, with the assistance of parents and others who are familiar with the character of the individual. By all means *write* the analysis. The self-study involved is certain to be helpful, and the completed, written analysis is an invaluable guide.

If the result of analysis reveals certain undesirable traits of character, you must set out to correct them. Systematic attention, thought and effort will enable you to overcome any dispositions, natural or acquired, which may interfere with your success in life. Self-improvement is always worth while, and experience will soon show that it is easy. The form below, when written up in detail, will show your strong points, the things for which you seem naturally adapted, and the lines for which, by nature, you are unfitted:

1. What is the condition of your health?
2. Is your physical family history good?
3. What is your father's occupation?
4. Does that line of work appeal to you?

5. If so, why? If not, why?
6. Do you take care of yourself by proper exercise, bathing, etc?
7. Are you fond of sports?
8. In what sports are you most successful?
9. Are you clean in body and mind?
10. Have you any vices which you have to fight down?
11. Are you naturally a brain worker or a hand worker?
12. What makes you think so?
13. What schooling have you had?
14. What sort of progress did you make in school?
15. What are your favorite studies?
16. In what studies are you weak?
17. What kind of reading have you done?
18. What definite line of reading or study are you now following?
19. Do you like music?
20. Do you sing?
21. Do you play any instrument?
22. Are you fond of pictures and sculpture?
23. Are you a judge of artistic merit?
24. Have you a hobby?
25. What are your pleasures?
26. How do you spend your leisure time?
27. Is your appearance prepossessing?
28. If not, wherein? How can you correct and improve it?

29. Are you neat and cleanly in person?
30. Are you naturally pleasant, with natural, cordial smile, and firm handshake?
31. Do you make friends easily?
32. Once made, can you keep them?
33. Are you fond of company?
34. Are your manners refined, or apt to be boisterous and self-assertive?
35. Are you thoughtful for others, or selfish?
36. Can you converse readily and pleasingly?
37. Are you a good listener, or do you dominate a conversation?
38. Do you dislike people in general, or otherwise?
39. Is your speaking voice pleasing, or harsh and irritating?
40. Are you of a nervous temperament, or phlegmatic?
41. Are you quick tempered?
42. Have you good control of your temper?
43. Are you sensitive?
44. Are you inclined to think yourself misunderstood?
45. Do you look people straight in the eyes?
46. Do you resent criticism and suggestion, or appreciate and profit by it?
47. Are you energetic or inclined to be lazy?
48. Are you quick or slow in action and gesture?
49. Do you act impulsively or only after mature thought?
50. Are you absolutely honest?

51. Trustworthy?
52. Conscientious?
53. Can you trust yourself?
54. Have you self-confidence?
55. Patience?
56. Persistence?
57. Does your mind concentrate or skip from one thought to another?
58. Are you imaginative?
59. Original in thought?
60. Practical in your ideas and methods of developing them?
61. Any mechanical ideas or inclinations?
62. Are you thorough-going or slip-shod?
63. Systematic or disorderly?
64. Are you enthusiastic?
65. Does your enthusiasm last?
66. Narrow-minded or open to conviction?
67. Demonstrative or quiet?
68. Open or secretive?
69. Can you save money?
70. Do you believe you could manage people successfully?
71. Why do you think so?
72. What life work do you think you would prefer?
73. Why do you think so?
74. What training, or special fitness have you had for this work?

75. What is your greatest ambition?
76. Are you willing to pay the price in hard work to obtain success?

THE END

Process Patented March 21, 1911
FRANKLIN PRINTING COMPANY
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Philadelphia